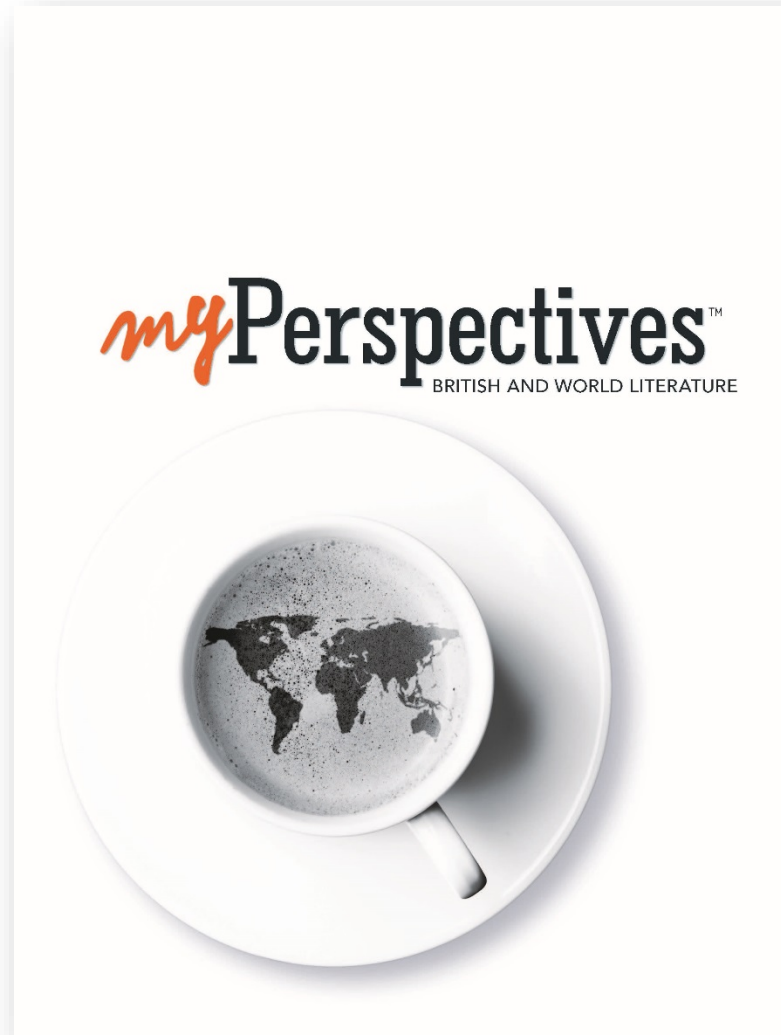


Grade 12 Curriculum Map



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): <i>from Beowulf</i> translated by Burton Raffel MEDIA (Graphic Novel): <i>from Beowulf</i> 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	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What makes a hero?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • 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	NOTES:

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 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	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	Analyze the Text TG p. 44 <input type="checkbox"/> Analyze <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the essential question	Analyze Craft and Structure TG p. 45 Structure epic epic hero archetypal patterns	Concept Vocabulary and Word Study TG p. 46 words related to monsters or predatory beasts lair stalked gorge gruesome writhing loathsome Anglo-Saxon Suffix: <i>-some</i>	Conventions and Style TG p. 47 Using Syntax for Elaboration syntax apposition diazeugma	Writing to Sources: TG p. 48 Comparison-and-Contrast Essay	Speaking and Listening: TG p. 49 Research Presentation
	RL.12.2, RL.12.3	RL.12.1	RL.12.3, RL.12.5	L.12.4.b, L.12.4.c	L.12.3.a	W.12.2, W.12.2c	SL.12.2, SL.12.5, SL.12.6

Making Meaning			Language Development		Effective Expression	
11-13						
<p>from Beowulf, Graphic Novel: TG p. 50-61</p> <p>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</p>	<p>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</p> <p>RL.12.2, RL.12.3</p>	<p>Analyze the Media TG p. 59</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond <input type="checkbox"/> Analyze <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question <p>RI.12.1</p>		<p>Media Vocabulary TG p. 59</p> <p>palette panel composition angle perspective lighting/color</p> <p>L.12.6</p>		<p>Writing to Compare TG p. 60-61 Formulating a Claim Counterclaims critical evaluation</p> <p>W.12.1, W.12.1.a, W.12.1.b, W.12.1.f, W.12.5, W.12.9.a</p>
Performance Task: Writing Focus						
Days 14-15						
<p>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</p>					<p>Standards: W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2</p>	

UNIT 1 Small-Group Learning		GRADE 12		Forging a Hero	
Introduction Day 16					
<p>Poetry Collection 1: <i>To Lucasta, on Going to the Wars</i> by Richard Lovelace</p> <p><i>The Charge of the Light Brigade</i> by Alfred, Lord Tennyson</p> <p>Poetry Collection 1: <i>The Song of the Mud</i> by Mary Borden</p> <p><i>Dulce et Decorum Est</i> by Wilfred Owen</p> <p>Media (Interactive Website):</p> <p><i>How Did Harry Patch Become an Unlikely WWI Hero?</i></p> <p>BBC iWonder</p>	<p>Performance-Based Assessment Task</p> <p>Present an Argument</p> <p>Prompt: What heroic traits does the traditional war hero exhibit?</p> <p>SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What makes a hero?</p>	<p>Unit Goals:</p> <p>TG p. 4</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about heroism. RI.12.10, RI.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					
<p>Reading Literary Text</p> <p>RL.12.2, RL.12.4, RL.12.6, RL.12.10</p>	<p>Reading Informational Text</p> <p>RI.12.10</p>	<p>Speaking & Listening</p> <p>SL.12.1, SL.12.1a</p>	<p>Language</p> <p>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</p>	<p>Writing</p> <p>W.12.2, W.12.2.a, W.12.7, W.12.8, W.12.9.a</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:
Days 17-20					
<p>To Lucasta The Charge of the Light Brigade TG p. 74-83</p> <p>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</p>	<p>Close Read TG p. 77: Analyze a lyric speaker TG p. 79: Analyze the sound of a poem</p>	<p>Analyze the Text TG p. 81</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 82 Word Choice and Theme</p> <p>diction tone theme</p>	<p>Concept Vocabulary and Word Study TG p. 81</p> <p>words that are related to affection and admiration</p> <p>embrace adore honor</p> <p>Latin Prefix: <i>ad-</i></p>	<p>Conventions and Style TG p. 83 Coordinating Conjunctions</p>
	RL.12.4	SL.12.1, SL.12.4	RL.12.2	RL.12.4 L.12.4, L.12.4.b, L.12.4.c	L.12.1, L.12.2, L.12.3

Making Meaning				Language Development	Effective Expression	
Days 21-24						
<p>The Song of the Mud Dulce et Decorum Est TG p. 84-95</p> <p>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</p>	<p>Close Read TG p. 86: Analyze a lyric speaker TG p. 87: Analyze a free verse poem TG p. 89: Analyze rhyme and meter</p>	<p>Analyze the Text TG p. 91</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 92 Word Choice and Theme</p> <p>diction tone theme irony</p>	<p>Concept Vocabulary and Word Study TG p. 91</p> <p>words that describe negative qualities of people or things</p> <p>impertinent putrid vile</p> <p>Latin Prefix: <i>ad-</i></p>	<p>Conventions and Style TG p. 93 Types of Phrases</p> <p>Preposition prepositional phrase object of the preposition</p>	<p>Writing to Compare: TG p. 94-95</p> <p>Compare-and-Contrast Essay</p>
		SL.12.1, SL.12.4	RL.12.2, RL.12.6	RL.12.4 L.12.4, L.12.4.c, L.12.5.b	L.12.1, L.12.3	W.12.2, W.12.2.a, W.12.5, W.12.9.a SL.12.1.a-d

Making Meaning			Effective Expression	NOTES:
Day 25				
Harry Patch: TG p. 96-99 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	Close Review TG p. 97: Analyzing visual composition	Analyze the Media TG p. 98 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> 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
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	

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

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

GRADE 12, UNIT 2 : Reflecting on Society

INTRODUCTION	Day 1	<p>Unit Video: The Medieval Age and The Canterbury Tales</p> <p>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?</p>	<p>Unit Goals: Reading, Writing & Research, Language, Speaking & Listening</p> <p>Academic Vocabulary: Explanatory Text</p> <p>Launch Text: Standing Up to Absolute Power (Lexile 1030)</p>
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

<p>Historical Perspectives Focus Period: 1066–1485 England: The Beginnings Anchor Text (Poetry): <i>The Prologue from The Canterbury Tales</i> by Geoffrey Chaucer, translated by Nevill Coghill Media (Video): <i>The Prologue From The Canterbury Tales: The Remix</i> by Patience Agbabi</p>	<p>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</p>	<p>Whole-Class Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	<p>Essential Question How do people come to have different views of society?</p>	<p>Unit Goals: TG p. 128</p> <ul style="list-style-type: none"> • 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
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Standards Taught

<p>Reading Literary Text RL.12.3, RL.12.5, RL.12.7, RL.12.10</p>	<p>Reading Informational Text</p>	<p>Speaking & Listening SL.12.4</p>	<p>Language L.12.4.b, L.12.4.c, L.12.4.d, L.12.6</p>	<p>Writing W.12.1, W.12.1.a, W.12.9.a</p>	<p>NOTES:</p>
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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 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	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	Analyze the Text TG p. 154 <input type="checkbox"/> Contrast <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer Essential Question RL.12.1	Analyze Craft and Structure TG p. 155 Author’s Choices: Character Development Characterization Direct characterization Indirect characterization Social commentary RL.12.3	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

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 <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question 	Media Vocabulary TG p. 163 delivery gesture audience reaction	Writing to Sources: TG p. 164-165 Argumentative essay
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		SL.12.1, SL.12.4	L.12.6	RL.12.7, W.12.1, W.12.1.a, W.12.9.a
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	

UNIT 2 Small-Group Learning		GRADE 12		Reflecting on Society	
Introduction Day 16					
<p>Historical Account: <i>from The Worms of the Earth Against the Lion</i> <i>from A Distant Mirror</i> by Barbara W. Tuchman Essay: <i>Shakespeare’s Sister</i> by Virginia Woolf Essay(Poetry): <i>On Seeing England for the First Time</i> by Jamaica Kincaid <i>XXIII from Midsummer</i> by Derek Walcott Media (Public Document): Passenger Manifest MV Empire Windrush</p>	<p>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</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question How do people come to have different views of society?</p>	<p>Unit Goals: TG p. 128</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text RL.12.6, RL.12.10</p>	<p>Reading Informational Text RI.12.1, RI.12.3, RI.12.4, RI.12.5, RI.12.6, RI.12.7, RI.12.10</p>	<p>Speaking & Listening SL.12.1, SL.12.1.a, SL.12.1.b, SL.12.4, SL.12.5</p>	<p>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</p>	<p>Writing W.12.1, W.12.1.a, W.12.1.b, W.12.2, W.12.7, W.12.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-20						
<p>Worms Distant Mirror TG p. 178-189</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 186</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 187</p> <p>Historical Writing</p> <p>primary source secondary source</p>	<p>Concept Vocabulary and Word Study TG p. 186</p> <p>words related to political turmoil</p> <p>demagogue animosity provoke</p> <p>Greek Root Word: agogos</p>	<p>Conventions and Style TG p. 188</p> <p>Author's Choices: Text Structure</p> <p>chronological order cause-and-effect</p>	<p>Speaking and Listening TG p. 189</p> <p>Discussion</p> <p>debate panel discussion role-play</p>
		SL.12.1, SL.12.4	RI.12.1, RI.12.3	L.12.4, L.12.4.c, L.12.4.d RI.12.3	SL.12.1, S L.12.1.a, SL.12.1.b	

Making Meaning				Language Development	Effective Expression	
Day 21						
Shakespeare's Sister: TG p. 190-197 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	Close Read TG p. 192: Analyzing an anecdote	Analyze the Text TG p. 194 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> 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

Making Meaning				Language Development	Effective Expression	
Days 22-24						
Seeing England for the First Time XXIII: TG p. 198-215 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	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	Analyze the Text TG p. 212 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> 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	Speaking and Listening TG p. 215 Digital Presentation historical infographics oral biographical profile contemporary connection SL.12.4, SL.12.5

Making Meaning			Language Development	Effective Expression
Days 22-23				
<p>Passenger Manifest: TG p. 216-223</p> <p>First Read Notice: new information or ideas you learned about the unit topic as you first read this text.</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check</p>	<p>Close Review TG p. 218: Analyzing public documents</p> <p>TG p. 219: Analyzing public documents</p> <p>TG p. 242: Interpret tone</p>	<p>Analyze the Text TG p. 222</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question <p style="text-align: right;">SL.12.1, SL.12.4</p>	<p>Text Features TG p. 222</p> <p>rows and columns</p> <p>headings</p> <p>statistics</p> <p style="text-align: right;">RI.12.5</p>	<p>Research TG p. 223</p> <p>Profile</p> <p style="text-align: right;">W.12.2, W.12.7, W.12.9.b</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 224-225</p> <p>Present a Reader's Theater</p> <p>Prompt: Which aspects of English society would you change? Which would you keep?</p>			<p>Standards: SL.12.b, SL.12.3, SL.12.4</p>	

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 by Giles 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

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

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)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1485–1625 Renaissance and Reformation: A Changing England Anchor Text (Drama): <i>The Tragedy of Macbeth</i> by William Shakespeare Media (Audio Performance): <i>The Tragedy of Macbeth, Act V, Scene I</i> by L.A. Theatre Works <i>The Tragedy of Macbeth, Act V, Scene I</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	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question How do our attitudes toward the past and future shape our actions?	Unit Goals: TG p. 238 <ul style="list-style-type: none"> • Read and analyze a variety of texts to gain the knowledge and insight needed to write about attitudes toward time. RL.12.8, RI.12.8 • Expand Knowledge and use of academic and concept vocabulary. RI.12.4 • Write a response to literature in which you effectively incorporate the key elements of an argument. W.12.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Maintain a formal style and use transition words and varied syntax to connect parts of a text. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5
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Standards Taught

Reading Literary Text RL.12.1, RL.12.3, RL.12.5, RL.12.7, RL.12.10	Reading Informational Text	Speaking & Listening SL.12.1, SL.12.1.a, SL.12.3, SL.12.6	Language L.12.1.a, L.12.2, L.12.2.a, L.12.2.b, L.12.3, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.6	Writing W.12.1, W.12.2, W.12.2.a, W.12.2.c, W.12.5, W.12.6, W.12.9.A	NOTES:
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UNIT 3 Whole Class Learning		GRADE 12		Facing the Future, Confronting the Past	
Making Meaning		Language Development		Effective Expression	
Days 3-5					
Tragedy of Macbeth, Act I: TG p. 250-279 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	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	Analyze the Text TG p. 277: <input type="checkbox"/> Interpret <input type="checkbox"/> Cause and effect <input type="checkbox"/> Analyze RL.12.1	Analyze Craft and Structure TG p. 278 Author's Choices: Structure tragedies internal conflict soliloquy RL.12.5	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

Making Meaning		Language Development		Effective Expression	
Days 6-7					
Tragedy of Macbeth, Act II: TG p. 280-295 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	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	Analyze the Text TG p. 293 <input type="checkbox"/> Describe <input type="checkbox"/> Draw conclusions <input type="checkbox"/> 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

Making Meaning				Language Development	Effective Expression
Day 8					
Tragedy of Macbeth, Act III: TG p. 296-313 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	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	Analyze the Text TG p. 311 <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> 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	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

Making Meaning			Language Development		Effective Expression	
Days 9-10						
Tragedy of Macbeth, Act IV: TG p. 314-333 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	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	Analyze the Text TG p. 331 <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Make inferences RL.12.1	Analyze Craft and Structure TG p. 332 Imagery and Archetypes imagery archetype RL.12.3	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

Making Meaning				Language Development		Effective Expression	
Days 11-12							
Tragedy of Macbeth, Act V: TG p. 334-353 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	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' prophecies	Analyze the Text TG p. 348 <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 349 Shakespearean Tragedy tragic character tragic flaw dramatic irony	Concept Vocabulary and Word Study TG p. 350 Words related to order and disorder perturbation agitation purge antidote pristine usurper Latin Root: -turb-	Conventions and Styles TG p. 351 Hyphenation of Compound Adjectives Compound adjective Hyphen	Writing to Sources TG p. 352 Psychological Report	Speaking and Listening TG p. 353 News Report
		RL.12.1	RL.12.1, RL.12.3, RI.12.5	L.12.4.c, L.12.4.d	L.12.2, L.12.2.a	W.12.1	SL.12.1.a, SL.12.6

Making Meaning		Language Development		Effective Expression
Day 13				
Tragedy of Macbeth, Act V, Scene I TG p. 354-359 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	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 <input type="checkbox"/> 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
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	

UNIT 3 Small-Group Learning		GRADE 12		Facing the Future, Confronting the Past	
Introduction Day 16					
Poetry Collection 1: <i>Sonnet 12</i> <i>Sonnet 60</i> <i>Sonnet 73</i> by William Shakespeare <i>Sonnet 32 from Pamphilia to Amphilanthus</i> by Mary Wroth <i>Sonnet 75</i> by Edmund Spenser	Performance-Based Assessment Task Present an Argument Prompt: Should literature of the past be rewritten in present-day language for today's readers? SL.12.1a-d, SL.12.3, SL.12.4	Small-Group Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.12.8, RI.12.8 • Expand Knowledge and use of academic and concept vocabulary. RL.12.4 • Write informative essay that has a clear structure and that draws evidence from texts and original research. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
Reading Literary Text RL.12.2, RL.12.4, RL.12.5, RL.12.10	Reading Informational Text RI.12.1, RI.12.9	Speaking & Listening SL.12.1.c, SL.12. d	Language L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.d, L.12.5, L.12.5.a	Writing W.12.2.a, W.12.2.b	NOTES:

Making Meaning				Language Development	Effective Expression	
Days 17-21						
Poetry Collection TG p. 372-383 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	Close Read TG p. 374: Analyze imagery TG p. 376: Analyze rhyme	Analyze the Text TG p. 380 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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	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

Making Meaning				Language Development	Effective Expression	
Days 22-25						
<p>Naked Babe Cloak of Manliness: TG p. 384-399</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 396</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 397 Analyze Arguments central idea claim supporting evidence</p> <p>RI.12.9</p>	<p>Concept Vocabulary and Word Study TG p. 396 Words related to how something is seen or viewed perception unambiguous idiosyncratic Affixes</p> <p>L.12.4, L.12.4.a, L.12.4.b, L.12.4.c</p>	<p>Conventions and Style TG p. 398 Quotations quotation marks block quotations attribution</p> <p>L.12.3</p>	<p>Speaking and Listening TG p. 399 Panel Discussion</p> <p>SL.12.1.c, SL.12.1.d</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 400-401 Present an Argument Prompt: Should literature of the past be rewritten in present-day language for today's readers?</p>				<p>Standards: SL.12.1.a-d, SL.12.3, SL.12.4</p>		

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

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

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)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1625–1798 A Turbulent Time Anchor Text (Poetry Collection 1): <i>A Valediction: Forbidding Mourning Holy Sonnet 10</i> by John Donne Anchor Text (Novel Excerpt): <i>from Gulliver’s Travels</i> by Jonathan Swift Media (Film/Cover Art): <i>Travels Among the Lilliputians and the Giants</i> by George Méliès <i>Gulliver’s Travels</i> Cover Art	Performance-Based Assessment Task Write a Reflective Narrative Prompt: When do we need a new vision of things? Language Development: Conventions and Style: Sentence Variety: Varying Syntax W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas Working as a Team <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight about changing perspective. RL.12.10, RI.12.10 • Expand Knowledge and use of academic and concept vocabulary RL.12.4, RI.12.4 • Write a reflective narrative in which you effectively incorporate the key elements of a narrative. W.12.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Vary sentence types and structures to add interest to your writing and presentations. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5
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Standards Taught

Reading Literary Text RL.12.1, RL.12.5, RL.12.6, RL.12.9, RL.12.10	Reading Informational Text RI.12.7, RI.12.10	Speaking & Listening SL.12.4, SL.12.6	Language L.12.1, L.12.3, L.12.3.a, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5.a, L.12.6	Writing W.12.1, W.12.1.a, W.12.1.b, W.12.3, W.12.3.a-e, W.12.4, W.12.5, W.12.9.a	NOTES:
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UNIT 4 Whole-Class Learning			GRADE 12			Seeing Things New	
Making Meaning			Language Development			Effective Expression	
Days 3-7							
Historical Perspective Valediction Holy Sonnet 10: TG p. 422-437 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	Close Read TG p. 429: mark details related to stillness and other details related to motion TG p. 430: Analyze personification	Analyze the Text TG p. 432 <input type="checkbox"/> Interpret <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 433 Impact of Word Choice metaphysical poetry conceit paradox irony	Concept Vocabulary and Word Study TG p. 434 Words related to the sacred or spiritual virtuous profanation laity dreadful delivery eternal Latin Suffix: -ous	Conventions and Style TG p. 435 Varying Syntax: Periodic Sentences periodic sentence syntax	Writing to Sources TG p. 436 Narrative Scene	Speaking and Listening TG p. 437 Comparison of Poems
	L.12.5	RL.12.1	L.12.5.a	L.12.4.c, L.12.4.b	RL.12.5, L.12.1, L.12.3, L.12.3.a	W.12.3, W.12.3.b, W.12.3.e	WL.12.9, SL.12.6

Making Meaning			Language Development		Effective Expression		
Days 8-11							
Gulliver's Travels: TG p. 438-451 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	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	Analyze the Text TG p. 446 <input type="checkbox"/> Make Inferences <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Connect <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 447 Author's Point of View: Satire satire hyperbole understatement verbal irony	Concept Vocabulary and Word Study TG p. 448 Words related to government and politics proclamation faction imperial dominions edict ambassadors Latin Root: -dict-	Conventions and Style TG p. 449 Participial and Gerund Phrases participle phrase gerund phrase	Writing to Sources TG p. 450 Satiric Narrative	Speaking and Listening TG p. 451 Reflective Narrative on Perspective
	RL.12.3,	RL.12.1	RL.12.6	L.12.4.c, L.12.4.d	L.12.1, L.12.3, L.12.3.a	W.12.3, W.12.3.d, W.12.4	SL.12.4

Making Meaning			Effective Expression	NOTES:
Day 12-13				
<p>Gulliver’s Travels Among the Lilliputians Cover Art: TG p. 452-459</p> <p>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</p>	<p>Close Review TG p. 453: Analyze characterization TG p. 454: Analyze design</p>	<p>Analyze the Media TG p. 457</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify <input type="checkbox"/> Evaluate <input type="checkbox"/> Generalize <input type="checkbox"/> Categorize <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 457</p> <p>cinematography superimposition mime cover design typography realism and stylization</p> <p>RL.12.6</p>	<p>Writing to Compare TG p. 458-459 Critical Evaluation</p> <p>RL.12.7, W.12.1.a, W.12.1.b, W.12.1, W.12.5, W.9.a</p>
Performance Task: Writing Focus				
Days 14-15				
<p>TG p. 460-467</p> <p>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</p>			<p>Standards: W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a</p>	

UNIT 4 Small-Group Learning		GRADE 12		Seeing Things New	
Introduction Day 16					
<p>Poetry: <i>To His Coy Mistress</i> by Andrew Marvellz</p> <p>Poetry Collection 2: <i>To the Virgins, to Make Much of Time</i> by Robert Herrick</p> <p><i>Youth's the Season Made for Joys</i> by John Gay</p> <p>Poetry Collection 3: <i>from the Divine Comedy: Inferno</i> by Dante Alighieri, translated by John Ciardi</p> <p><i>The Second Coming</i> by W. B. Yeats</p> <p>Short Story: <i>Araby</i> by James Joyce</p> <p>Poetry Collection 4: <i>The Explosion</i> by Philip Larkin</p> <p><i>Old Love</i> by Francesca Beard</p>	<p>Performance-Based Assessment Task</p> <p>Present a Reflective Narrative</p> <p>Prompt: _____'s world changed forever when . . .</p> <p>SL.12.1, SL.12.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>Why are both vision and disillusion necessary?</p>	<p>Unit Goals:</p> <p>TG p. 414</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text</p> <p>RL.12.2, RL.12.3, RL.12.4, RL.12.5, RL.12.9, RL.12.10</p>	<p>Reading Informational Text</p> <p>RI.12.2</p>	<p>Speaking & Listening</p> <p>SL.12.1, SL.12.1.a, SL.12.1.c, SL.12.5</p>	<p>Language</p> <p>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</p>	<p>Writing</p> <p>W.12.1, W.12.2, W.12.4, W.12.6, W.12.9, W.12.9.a</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:	
Day 17						
Coy Mistress TG p. 473-479 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	Close Read TG p. 474: Interpret imagery	Analyze the Text TG p. 477 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 478 Development of Theme theme style tone imagery	Concept Vocabulary and Word Study TG p. 477 Words describe levels of energy sport languish	Conventions and Style TG p. 479 Expressing Theme With Verb Mood mood indicative imperative subjunctive conditional	
		SL.12.1, SL.12.4	RI.12.2	L.12.4.a, L.12.4.b	L.12.2, L.12.2.a	

Making Meaning				Language Development	Effective Expression	
Days 18-20						
<p>To the Virgins Youth's the Season TG p. 480-489</p> <p>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</p>	<p>Close Read</p>	<p>Analyze the Text TG p. 485</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 486 Development of Theme</p> <p>theme style tone Imagery irony</p>	<p>Concept Vocabulary and Word Study TG p. 485 Words related to the passage of time</p> <p>succeed prime season</p> <p>Latin Root: -prim-</p>	<p>Conventions and Style TG p. 487 Varying Syntax:</p> <p>Balanced Sentences Parallel Structure Antithesis</p>	<p>Writing to Compare TG p. 488-489 Style Tone Imagery</p>
		<p>SL.12.1, SL.12.4</p>	<p>RL.12.2, RL.12.5</p>	<p>L.12.4, L.12.4.a, L.12.4.b, L.12.4.c</p>	<p>L.12.1, L.12.3, L.12.3.a</p>	<p>RL.12.2, W.12.1, W.12.4, W.12.9.a</p>

Making Meaning				Language Development	Effective Expression	
Days 21-22						
<p>Divine Comedy: TG p. 490-503</p> <p>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</p>	<p>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</p> <p>RI.12.2</p>	<p>Analyze the Text TG p. 500</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 501 Author’s Choices: Symbolism</p> <p>RL.12.1, RL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 500</p> <p>Words that describe formation</p> <p>juted converged entwining</p> <p>Latin Prefix: con-</p> <p>L.12.4, L.12.4a, L.12.4.b, L.12.4.c</p>	<p>Conventions and Style TG p. 502 Rhetorical Devices:</p> <p>Periphrasis Allusion</p> <p>RL.12.3, RL.12.4, L.12.5.a</p>	<p>Research TG p. 503 Presentation With Graphics</p> <p>illustrated map annotated timeline diagram of a vision</p> <p>W.12.2, W.12.6, W.12.7, SL.12.1, SL.12.5, SL.12.6</p>

Making Meaning					Effective Expression	
Day 23-24						
<p>Araby: TG p. 504-515</p> <p>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</p>	<p>Close Read TG p. 505: Analyze personification TG p. 507: Analyze analogy and metaphor</p> <p>L.12.5</p>	<p>Analyze the Text TG p. 512</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 513 Narrative Structure</p> <p>first-person narration epiphany inferences</p> <p>RL.12.5</p>	<p>Concept Vocabulary and Word Study TG p. 512</p> <p>Words related to enduring unpleasant situations</p> <p>tedious chafed intolerable</p> <p>Word Families</p> <p>L.12.4, L.12.4.a, L.12.4.b, L.12.4.d</p>	<p>Conventions and Style: TG p. 514 Varying Sentences: Loose Sentences</p> <p>RL.12.3, RL.12.5, L.12.1, L.12.3., L.12.3.a</p>	<p>Writing to Sources TG p. 515 Comparison-and-Contrast Essay</p> <p>RL.12.9, W.12.2, W.12.9, W.12.9.a</p>

Making Meaning				Language Development	Effective Expression	
Day 25						
<p>The Explosion Old Love: TG p. 516-525</p> <p>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</p>	<p>Close Read TG p. 519: Analyze a symbol</p>	<p>Analyze the Text TG p. 522</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 523 Impact of Word Choice</p> <p>imagery sound devices alliteration consonance assonance</p> <p>RL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 522</p> <p>Words are about vision or ways of seeing things</p> <p>dimmed prismatic wavered</p> <p>Multiple-Meaning Words</p> <p>L.12.4, L.12.5</p>	<p>Conventions and Style: TG p. 524 Meter and Free Verse</p> <p>meter foot iamb trochee free verse</p> <p>RL.12.5</p>	<p>Speaking and Listening TG. p. 525 Response to Literature</p> <p>panel discussion poetry reading multimedia presentation</p> <p>SL.12.1, SL.12.1, SL.12.1.a, SL.12.1.c, SL.12.5</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 526-527 Present a Reflective Narrative Prompt: _____'s world changed forever when . . .</p>				<p>Standards: SL.12.1, SL.12.4</p>		

Overview: Independent Learning	
Days 27-28	
<p>TG p. 528-529, 530A-530F, 530-533</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> • 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 	<p>Standards: RI.12.10, RL.12.10</p>
End-of-Unit Performance-Based Assessment	
Days 29-30	
<p>TG p. 534-537</p> <p>Writing to Sources: Reflective Narrative</p> <p>Writing Prompt: When can the way we look at things lead to growth—and when can it hold us back?</p> <p>Speaking and Listening Outcome: Dramatic Reading</p>	<p>Standards: W.12.3.a-e, W.12.10, SL.12.1, SL.12.4</p>

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): <i>Lines Composed a Few Miles Above Tintern Abbey</i> by William Wordsworth <i>from The Prelude</i> by William Wordsworth Anchor Text (Poetry Collection 2): <i>Nightingale</i> by John Keats <i>Ode to the West Wind</i> by Percy Bysshe Shelley Anchor Text (Novel Excerpt): <i>from Frankenstein</i> by Mary Wollstonecraft Shelley	Performance-Based Assessment Task Write a Personal Narrative Prompt: How does the world around us contribute to our sense of self? Language Development: Conventions and Style: Spell Correctly W.12.3.a-e, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2, L.12.2.b	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question How do we define ourselves?	Unit Goals TG p. 540 <ul style="list-style-type: none"> • 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	NOTES:

Making Meaning				Language Development	NOTES:	
Days 3-6						
<p>Historical Perspectives TG p. 548-551 Lines Composed: TG p. 554-567</p> <p>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</p>	<p>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</p> <p>RL.12.2, RL.12.4</p>	<p>Analyze the Text TG p. 564</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the essential question <p>RL.12.1</p>	<p>Analyze Craft and Structure TG p. 565 Literary Movement: Romanticism</p> <p>Romanticism Romantic Philosophy Emphasis on the Self Emphasis on Freedom Romantic Aesthetic Ordinary Diction Sensory Language</p> <p>RL.12.2, RL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 566 Words related to positive spiritual or emotional states</p> <p>tranquil sublime serene harmony bliss desire</p> <p>Denotation and Nuance</p> <p>L.12.4.c, L.12.5, L.12.5.b</p>	<p>Conventions and Styles TG p. 567 Wordsworth’s Poetic Structure Lyric poetry</p> <p>Variable Stanza Lengths Simple Language Blank Verse Fluid Line Breaks enjambment</p> <p>RL.12.5</p>	

Making Meaning			Language Development		Effective Expression	
Days 7-8						
<p>Ode to a Nightingale Ode to the West Wind: TG p. 568-583</p> <p>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</p>	<p>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</p> <p>RL.12.2, 2 RL.12.4</p>	<p>Analyze the Text TG p. 578</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Answer the essential question <p>RL.12.1</p>	<p>Analyze Craft and Structure TG p. 579 Literary Movement: Romanticism</p> <p>themes ode</p> <p>RL.12.2, RL.12.5</p>	<p>Concept Vocabulary and Word Study TG p. 580 Words related to death and decay</p> <p>hemlock requiem corpse decaying dirge sepulcher</p> <p>Latin Root: -corp-</p> <p>RL.12.5, L.12.4.c</p>	<p>Conventions and Styles TG p. 581 Use of Symbolism</p> <p>Symbol Theme</p> <p>RL.12.4, L.12.5</p>	<p>Writing to Compare TG p. 582-583 Informative Essay</p> <p>RL.12.2, W.12.2, W.12.5, W.12.9.a</p>

Making Meaning			Language Development		Effective Expression		
Days 10-13							
<p>From Frankenstein: TG p. 584-603</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 586: notice and highlight the details that convey intense emotion and describe the way the Creature describes himself</p> <p>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.</p> <p>TG p. 589: mark details that show the Creature’s response to the beauty of nature</p> <p>TG p. 590: Analyze characterization</p> <p>TG p. 592: notice and highlight a word that the Creature uses frequently to describe the villagers.</p> <p>TG p. 593: mark details that relate to Victor Frankenstein’s Emotions</p> <p>TG p. 594: mark the highlights of the Creature’s plan for his future</p> <p>TG p. 596: mark details that relate to the physical setting</p>	<p>Analyze the Text TG p. 598</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 599</p> <p>Literary Movement: Gothic Literature</p> <p>Novel</p>	<p>Concept Vocabulary and Word Study TG p. 600</p> <p>Words related to negative perceptions and reactions</p> <p>hideous odious despair dread consternation malicious</p> <p>Latin Root: -mal-</p>	<p>Conventions and Style TG p. 601</p> <p>Commas in Elliptical Sentences</p> <p>elliptical sentence</p>	<p>Writing to Sources TG p. 602</p> <p>Personal Narrative</p>	<p>Speaking and Listening TG p. 603</p> <p>Research Presentation</p>
		RL.12.1	RL.12.5, RL.12.8, RL.12.9, L.12.5	L.12.4.B, L.12.4.d, L.12.5	L.12.1, L.12.2	W.12.3. W.12.3.a, W.12.3.b	SL.12.1, SL.12.2, SL.12.5
Performance Task: Writing Focus							
Days 14-15							
<p>TG p. 604-611</p> <p>Write a Personal Narrative</p> <p>Prompt: How does the world around us contribute to our sense of self?</p> <p>Language Development: Conventions and Style: Spell Correctly</p>					<p>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</p>		

UNIT 5 Small-Group Learning		GRADE 12		Discovering the Self	
Introduction Day 16					
<p>Novel Excerpt: <i>from Mrs. Dalloway</i> by Virginia Woolf</p> <p>Poetry Collection 3: <i>Apostrophe to the Ocean from Childe Harold's Pilgrimage</i> by George Gordon, Lord Byron <i>The World Is Too Much With Us</i> by William Wordsworth <i>London, 1802</i> by William Wordsworth</p> <p>Novel Excerpt: <i>The Madeleine from Remembrance of Things Past</i> by Marcel Proust</p> <p>Science Journalism: <i>The Most Forgetful Man in the World from Moonwalking With Einstein</i> by Joshua Foer</p> <p>Media (Radio Broadcast): When Memories Never Fade, the Past Can Poison the Present from All Things Considered by Alix Spiegel</p>	<p>Performance-Based Assessment Task Present a Narrative Prompt: What does it mean to find or lose oneself? SL.12.1, SL.12.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question How do we define ourselves?</p>	<p>Unit Goals TG p. 540</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text RL.12.3, RL.12.4, RL.12.5, RL.12.10</p>	<p>Reading Informational Text RI.12.4, RI.12.6, RI.12.7, RI.12.10</p>	<p>Speaking & Listening SL.12.1, SL.12.1.a, SL.12.1.b</p>	<p>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</p>	<p>Writing W.12.1, W.12.1.a, W.12.3, W.12.7, W.12.8, W.12.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-18						
<p>Mrs. Dalloway TG p. 616-623</p> <p>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</p>	<p>Close Read TG p. 617: Analyze flashbacks</p>	<p>Analyze the Text TG p. 620</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 621 Author's Choices:</p> <p>Modernist Structures modernism stream-of-consciousness narration nonlinear narratives Psychologies</p> <p>RL.12.3, RL.12.5</p>	<p>Concept Vocabulary and Word Study TG p. 620 Words all evoke a dreary mood</p> <p>solemnity leaden dejected</p> <p>Anglo-Saxon Suffix: -en</p> <p>L.12.4, L.12.4.b</p>	<p>Conventions and Style TG p. 622 Using Dashes for Effect</p> <p>L.12.2, L.12.3</p>	<p>Speaking and Listening TG p. 623</p> <p>Oral Presentation panel discussion debate response to literature</p> <p>SL.1, SL.1.a, SL.1.b</p>

Making Meaning				Language Development	Effective Expression	
Days 19-20						
<p>Apostrophe to the Ocean The World is Too Much: TG p. 624-635</p> <p>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</p>	<p>Close Read TG p. 626: Understand apostrophe TG p. 629: Analyze figurative language</p>	<p>Analyze the Text TG p. 632</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 633 Figurative Language</p> <p>figurative language simile metaphor personification oxymoron apostrophe</p>	<p>Concept Vocabulary and Word Study TG p. 632 Words that describe things as being unpleasant</p> <p>torrid sordid stagnant</p> <p>Cognates</p>	<p>Conventions and Style TG p. 634 Archaic Diction</p>	<p>Research TG p. 635</p> <p>Historical Investigative Research Report</p> <p>report that compares report that explains report that analyzes</p>
	L.12.5	SL.12.1, SL.12.4	RL.12.4, L.12.5	L.12.4, L.12.4.c, L.12.5	L.12.1, L.12.1.a	W.12.7, W.12.8

Making Meaning				Language Development	Effective Expression		
Days 21-22							
The Madeleine TG p. 636-645	Close Read TG p. 637: Analyze sensory language	Analyze the Text TG p. 642 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question	Concept Vocabulary and Word Study TG p. 642 Words all describe intangible attributes of things innocuous illusory impalpable Latin Prefix: in-	Analyze Craft and Structure TG p. 643 Impact of Word Choice on Themes sensory language	Conventions and Style TG p. 644 Rhetorical Devices rhetorical device anaphora	Writing to Sources TG p. 645 Narrative narrative retelling fictional diary entry extension	
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	L.12.5	RI.12.1, SL.12.1, SL.12.4	L.12.4.b, L.12.4.d	RL.12.4, L.12.5	RL.12.5	W.12.3	

Making Meaning				Language Development	Effective Expression	
Days 23-25						
<p>The Most Forgetful Man TG p. 646-657</p> <hr/> <p>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</p>	<p>Close Read TG p. 648: Analyze narrative style TG p. 650: Analyze tone TG p. 653: Analyze scientific articles</p>	<p>Analyze the Text TG p. 655</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question <p>RI.12.1, SL.12.1, SL.12.4</p>	<p>Technical Vocabulary TG p. 655 Words are all related to psychology and the study of the mind</p> <p>amnesia cognitive pathological</p> <p>Greek Prefix: a-</p> <p>L.12.4.a, L.12.4.b</p>	<p>Analyze Craft and Structure TG p. 656 Science Journalism</p> <p>science journalism purposes</p> <p>RI.12.4, RI.12.6</p>	<p>Conventions and Style TG p. 656 Technical Writing and Audience</p> <p>technical writing definition simile metaphor</p> <p>L.12.3</p>	<p>Writing to Sources TG p. 657 Narrative</p> <p>narrative retelling fictional diary entry extension</p> <p>W.12.3</p>

Making Meaning			Effective Expression	NOTES:
Days 23-25				
<p>Memories Never Fade TG p. 646-657</p>	<p>Close Review TG p. 659: Analyze evidence</p>	<p>Analyze the Media TG p. 661</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Media Vocabulary TG p. 661</p> <p>Words to use while discussing radio broadcasts</p> <p>host correspondent interviewee</p>	<p>Writing to Compare TG p. 662</p> <p>Evaluative Essay</p>
<p>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</p>		<p>RI.12.1, SL.12.1, SL.12.4</p>	<p>L.12.6</p>	<p>RI.12.7, W.12.1.a, W.12.1, W.12.5, W.12.9.b</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 664-665</p> <p>Present a Narrative</p> <p>Prompt: What does it mean to find or lose oneself?</p>			<p>Standards: SL.12.1, SL.12.4</p>	

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

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

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): <i>Back to My Own Country: An Essay</i> by Andrea Levy Anchor Text (Essay): <i>Shooting an Elephant</i> by George Orwell	Performance-Based Assessment Task Mode: Write an Informative Essay Prompt: How did British colonialism complicate the idea of home? Language Development: Conventions and Style, Create a Coherent Whole: use transitions W.12.2.f; W.12.4; W.12.5; W.12.7, W.12.8, W.12.9.B, W.12.10, L.12.1, L.12.2, L.12.2.b	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What does it mean to call a place home?	Unit Goals TG p. 678 <ul style="list-style-type: none"> • Evaluate written informative texts by analyzing how authors introduce and develop central ideas. RI.12.2 • Expand knowledge and use of academic and concept vocabulary RI.12.4 • Write an informative essay in which you effectively convey complex ideas, concepts, and information. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
Reading Literary Text	Reading Informational Text RI.12.1, RI.12.3, RL.12.5, RI.6.10, RI.12.10	Speaking & Listening	Language L.12.1.a, L.12.1.b, L.12.3, L.12.5	Writing W.12.2.a-f, W.12.4, W.12.5, W.12.7, W.12.8, W.12.9.b, W.12.10 L.12.1, L.12.2, L.12.2.b	NOTES:

UNIT 6 Whole Class Learning			GRADE 12		Finding a Home	
Making Meaning			Language Development		NOTES:	
Days 3-8						
<p>Historical Perspective Back to My Own Country TG p. 686-703</p> <p>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</p>	<p>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.</p>	<p>Analyze the Text TG p. 700:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Make inferences <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 701 Author’s Point of View and Purpose</p> <p>essay point of view author’s purpose</p>	<p>Concept Vocabulary and Word Study TG p. 702 Words related to encounters between cultures</p> <p>assimilate entitlement upbringing myriad indigenous hybrid</p> <p>Etymology and Usage</p>	<p>Conventions and Style TG p. 703 Voice and Development of Ideas</p> <p>rhetorical question sentence fragment</p>	
		RL.12.1	RI.12.6		RI.12.6	

	RI.12.1			L.12.1.a, L.12.1.b, L.12.3		
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	Analyze the Text TG p. 712 <input type="checkbox"/> Interpret <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Make a judgement <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the Essential Question RL.12.1	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	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
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	

UNIT 6 Small-Group Learning		GRADE 12		Finding a Home	
Introduction Day 16					
HISTORY <i>from A History of the English Church and People</i> Bede, translated by Leo Sherley-Price Media (Website): <i>from History of Jamaica</i> Encyclopaedia Britannica Poetry Collection 1: <i>The Seafarer</i> translated by Burton Raffel <i>The Seafarer Dover Beach</i> by Matthew Arnold <i>Escape From the Old Country</i> by Adrienne Su Poetry Collection 2: <i>The Widow at Windsor</i> by Rudyard Kipling <i>From Lucy: Englan' Lady</i> by James Berry	Performance-Based Assessment Task Present a Panel Discussion Prompt: What makes a place important enough to write about? SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6	Small-Group Learning Strategies: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> 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 <ul style="list-style-type: none"> 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, 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	NOTES:

Making Meaning				Language Development	NOTES:
Day 17					
<p>A History of the English Church and People TG p. 730-737</p> <p>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</p>	<p>Close Read TG p. 733: Identify extended metaphor TG p. 822: Understand eighth century texts</p>	<p>Analyze the Text TG p. 735</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 736 Elements of Historical Writing</p> <p>hierarchy</p>	<p>Concept Vocabulary and Word Study TG p. 735 Words related to size or number</p> <p>breadth abounding innumerable</p> <p>Anglo-Saxon Suffix: -th</p>	<p>Conventions and Style TG p. 737 Punctuation in Series — serial, or Oxford comma</p>
	L.12.5	RI.12.1, SL.12.1, SL.12.4	RI.12.1, RI.12.5	L.12.4.b, L.12.4.c	L.12.1.a, L.12.1.b, L.12.2

Making Meaning		Effective Expression		NOTES:	
Day 18					
<p>History of Jamaica TG p. 738-743</p> <p>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</p>	<p>Close Review TG p. 739: Analyze design</p>	<p>Analyze the Media TG p. 741</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question <p>RI.12.1, SL.12.1, SL.12.4</p>	<p>Media Vocabulary TG p. 741</p> <p>Words to use while discussing online encyclopedia articles</p> <p>entry cross-reference hyperlink</p> <p>L.12.6</p>	<p>Writing to Compare TG p. 742-743</p> <p>Comparison-and Contrast Essay</p> <p>RI.12.1, RI.12.7, W.12.2, W.12.5, W.12.5, W.12.9.b</p>	

Making Meaning				Language Development		Effective Expression	
Days 19-22							
<p>The Seafarer Dover Beach Escape From the Old Country TG p. 744-757</p> <p>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</p>	<p>Close Read TG p. 747: Analyze point of view TG p. 751: Analyze rhythm, cadence and rhyme</p>	<p>Analyze the Text TG p. 754</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 754</p> <p>Words are about the strong feelings people have when they are far from home</p> <p>desolation fervent blanch</p> <p>Latin Root: -sol-</p>	<p>Analyze Craft and Structure TG p. 755:</p> <p>Theme</p> <p>Universal theme Culturally specific theme Historical context</p>	<p>Conventions and Style TG p. 756</p> <p>Forms of Address</p> <p>point of view direct address implied audience</p>	<p>Speaking and Listening TG p. 757 Podcast</p> <p>informative presentation descriptive analysis roundtable discussion</p>	
	RL.12.6,	RL.12.1, SL.12.1, SL.12.4	L.12.4, L.12.4.a, L.12.4.d	RL.12.2	RL.12.3, L.12.3	SL.12.1, SL.12.4	

Making Meaning				Language Development		Effective Expression
Days 23-25						
<p>The Widow at Windsor From Lucy: TG p. 758-767</p> <p>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</p>	<p>Close Read TG p. 761: Analyzing tone TG p. 762: Investigate simile</p>	<p>Analyze the Text TG p. 764</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 764</p> <p>Words related to soldiers who served in the military</p> <p>cavalry stores rank</p> <p>Multiple-Meaning Words</p>	<p>Analyze Craft and Structure TG p. 765</p> <p>Author’s Choices: Structure</p> <p>dramatic monologues</p>	<p>Conventions and Style TG p. 766</p> <p>Dialect</p>	<p>Writing to Sources TG p. 767</p> <p>Formal Analysis</p> <p>overview explanation compare-and-contrast analysis</p>
	RL.12.4,	RL.12.1, SL.12.1, SL.12.4	L.12.4, L.12.5	RL.12.5	RL.12.4, L.12.3	W.12.2, W.12.2.e
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 768-769</p> <p>Present a Panel Discussion</p> <p>Prompt: What makes a place important enough to write about?</p>					<p>Standards: SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6</p>	

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

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