

12th Grade Curriculum Map, Unit 3

updated 8/31/2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 3 Vocabulary](#)

Unit Summary: Inquiry, Research, and Genre Exploration

This unit centers around student-generated inquiry, which will drive independent research and culminate in a multi-genre research paper. To this end, students will explore and analyze multiple types of writing within narrative, expository, persuasive, visual, and poetry genres for their features and characteristics in order to imitate those in their own writing; students will also evaluate these genres' effectiveness and usefulness in conveying aspects of their research as they determine which genres they will choose for their research project. As part of the multi-genre research process, students will experiment with different modes of writing, different points of view and perspectives, and different narrative and rhetorical strategies. This unit will engage students in the research process, including the evaluation of sources for reliability, credibility, and usefulness, and the organization of information in a way that effectively addresses their inquiry. Students will also engage in an independent, annotated close reading of their research; complete an annotated bibliography in which they summarize and evaluate those sources; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts in various genres, that promote effective use of language and risk-taking within genres, and that require reflections on progress when composing genres for the research paper.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How do we develop a question to drive inquiry and research?

How do we organize and evaluate our research to prepare us to compose our multi-genre research paper?

Why do writers incorporate research into different genres?

How does perspective influence style and content?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Final Reading Benchmark (10%)**: Nonfiction text (MC & OE, paired with visual text) ([Reflection links](#))
2. **Writing Workshop (20%)**: Multigenre Inquiry Research Project (TC: focus on Global Issue; HHS: [Thematic Expository](#))
3. **Performance Assessment (10%)**: Inquiry-based; must hit [RL.12.9](#) (HHS, injustice in different genres), [RL.12.7](#) (TC, argument editorial), or [RI.12.7](#) (: THS, annotated bibliography)
4. **Vocabulary (10%)** Cumulative Assessment: [60 MP 3 Words](#) + MP 1 & MP 2 Words ([4A List](#); [4CP List](#))

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Supplemental short texts/excerpts: "Girl" (Kincaid); "Kaffir Boy" (Mathabane); "Stolen Party" (Hecker)

Poetry "Oreo" (Bryant); "Ten Responses to the Phrase Man Up" (Guante); "A Letter to the Girl I Used to Be" (Smith); "On Learning American English" (Matam)

Mentor Texts: various texts for the study of different genres, Reference Blending Genre, Altering Style; Crafting Authentic Voice; and Bedford Book of Genres

Multimedia Texts & Interdisciplinary Connections: "[Danger of a Single Story](#)" (Adichie, TED Talk); "[Stories of Who Doesn't Belong](#)" (Cook, TED Talk); [Soft Self Portrait](#) (Dali); [The Wounded Deer](#) (Kahlo); [Women of Allah Series](#) (Neshat)

Independent Reading: student choice based on teacher selection

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Multi-Genre	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.12.2/RI.12.2 – Theme & Central Ideas Identify main ideas and themes and cite textual evidence to support analysis; analyze the development of ideas throughout text based on genre</p> <p>RL/RI.12.4 –Word Choice: Evaluate the effectiveness of word choice, including figurative language and connotative meanings</p> <p>RL/RI.12.5 Author Intention/Style Choices: Analysis of author’s structural choices and effect on the reader; analysis of how author’s use of style reflects genre and impacts tone, mood, and theme/central idea.</p> <p>RL/RI.12.6 – Point of View & Perspective: Analyze and evaluate the effectiveness of narrative and rhetorical techniques in achieving purpose; analyze point of view and its relationship to style and content</p> <p>RL.12.7/RI.12.7 Multiple Sources/Inquiry: Analyze multiple interpretations of a story or account; integrate and evaluate multiple accounts or sources to address a question</p> <p>RL.12.9/RI.12.9 - Multiple Texts, Similar Themes: analyze similar themes/topics in two texts from the same time period</p>	<p><u>Text Types & Purposes</u> W.12.2-3, 7-8: Multi-Genre Research Paper: Investigate a student-generated inquiry, evaluate sources, develop a thesis, and support thesis in the form of 5-7 genres that present the research in various ways.</p> <p>Writing Workshop: Use mentor text essays to note features of different types of writing with genres; use notebook entries to to experiment and imitate different text structures, techniques, and perspectives. Include figurative language and rhetorical devices; demonstrate effective use of sentence structure & precise word choice to create a tone appropriate for each genre’s purpose.</p> <p>W12.4, W.12.5, & W.12.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p>W.12.10 -- Portfolio Reflections</p> <p><u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis</p> <p>HHS: Global Conflict Resources/Topics</p>	<p><u>Comprehension & Collaboration</u> SL.12.1a & b – Continued Practice of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.12.1a -- *Mini- Seminars: Engage students in partner small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of archetypes and how fiction reflects culture/society</p> <p>SL.12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar: Based on one or two texts that allow for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for Seminar Resources</p> <p>Suggested texts: “Girl” (Kincaid); “Kaffir Boy” (Mathabane); “Stolen Party” (Hecker)</p>	<p><u>Conventions of Standard English</u> L.12.1, L.12.2, L.12.3 -- Use of punctuation and sentence structures to create a desired effect; use of parallelism; Demonstrate use of hyphens and understanding of correct spelling.</p> <p><u>Knowledge of Language</u> L.12.3a -- Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading</u> RL.12.10 Genre Study Mentor Texts: Expository (options such as resumes, how-to’s, magazine articles) Persuasive (options such as editorials, reviews, letter-to-the-editor) Visual (options such as maps, charts, graphs, photo-journalism)</p>	<p><u>Range of Writing</u> W.12.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.12.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.12.4, L.12.5, L.12.6 Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge</p>

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Poetry (options such as double-voice and crot)

Narrative (options such as letters, biographies)

independently

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Expository/Research Paper	Speaking & Listening	Language
<ul style="list-style-type: none"> • How does a writer use specific language/diction to establish purpose? • Why does an author include or omit specific details in a passage? • How does text structure influence meaning and clarity as well as audience and purpose in genre? • How does perspective affect the story being told? 	<ul style="list-style-type: none"> • How does organizing the results of my research help me determine the appropriate presentation format for my task and audience? • How can we effectively apply writing risks to different genres? • How do we determine which genres best convey specific portions of our research? 	<ul style="list-style-type: none"> • How do we effectively discuss the features and characteristics of genre and how they connect to content and purpose? • How can we synthesize views to achieve consensus in collaborative discussions? • How do peer discussions enhance learning? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • Which literary and rhetorical devices best support certain genres? • How does connotation affect meaning? • How do we use syntax and diction to best serve purpose and audience?

to [Vocabulary list](#)

to [Standards for Learning](#)

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Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Abject
2. Abstruse
3. Allege
4. Belabor
5. Calumniate
6. Captious
7. Complicity
8. Conciliate
9. Consummate
10. Countermand
11. Counterpart
12. Delineate
13. Dissemble
14. Emulate
15. Enervate
16. Equity
17. Euphemism
18. Fervent
19. Fraught
20. Garner
21. Germane
22. Hapless
23. Idiosyncrasy

24. Improvident
25. Incarcerate
26. Increment
27. Indictment
28. Indigent
29. Indubitable
30. Inordinate
31. Interpolate
32. Irrefutable
33. Irreparable
34. Loath
35. Minutiae
36. Moot
37. Mordant
38. Myopic
39. Nuance
40. Overt
41. Paltry
42. Pariah
43. Paucity
44. Peremptory
45. Perspicacity
46. Pertinacious
47. Propriety
48. Putative
49. Recant
50. Reputed
51. Sophistry
52. Substantiate
53. Succinct
54. Summarily

55. Tantamount
56. Tenable
57. Unwonted
58. Vacillate
59. Verbiage
60. Virulent

[Unit 3 List with Definitions](#)

[Unit 3 Quizlet](#)

[4A Cumulative Study List](#)

[4CP Cumulative Study List](#)

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Diction
2. Genre
3. Nuance
4. Rhetoric
5. Style