

12th Grade Curriculum Map, Unit 1

updated 9/12/2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

Unit Summary: The Origin of Stories and the Study of Archetypes

This unit addresses the origins of literature and stories along with archetypes and hero characteristics that are present in modern literature. It is designed to assist students in learning to connect to and analyze cultures through literature as well as to develop research and writing skills within the context of genre studies. The unit emphasizes the understanding of cultures through epics and myths and the use of storytelling techniques through student centered inquiry. There will be additional emphasis on writing using imagery and anecdote, as well as writing about oneself to communicate a single idea through storytelling techniques such as pacing, introductions and closings. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of archetypes; 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, that promote effective use of language, and that require reflections on progress when researching texts and creating a narrative essay.

Essential Questions:

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

- What themes/values are common to all cultures?
- How do past archetypes relate to present/individual conflicts?
- Why do people write about themselves?
- How does a writer best communicate personal experiences?

Assessments:

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

- Summer Reading (10%):** Essay Assessment (**benchmark pre-assessment for writing*), Rubric: [left twix](#), [right twix](#)
- Writing Workshop (15%):** Personal Narrative Writing (**W.12.3**)
- Performance Assessment (15%):** Inquiry-based; must hit [RL.12.7](#) (HHS, *analysis and evaluation of multiple accounts of a story against the source text; world lit*), [RL.12.6](#) (TC, myth/hero/archetype project), or [RL.12.9](#) (THS, common cultural themes/values, modern manifestations of archetypes)
- Vocabulary (10%):** Cumulative Assessment: [60 MP 1 Words](#), [with definitions](#), [Quizlet](#)

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).*

Benchmark Pre-Assessment for Reading: Nonfiction text (*MC & OE responses paired with visual text = 0%*), [Reflection form](#)

Texts:

From World Literature Anthology: *myths & folktales, suggested titles: "How the World Was Made," "Coyote and the Origin of Death," "Theseus," "Flood Myth," "Genesis: Adam & Eve," selections from the Vedas*

Supplemental short texts: *suggested titles: "Fish Cheeks" (Tan), "Independence" (Tzu), "Among Strangers" (Dibia), "Honor of a Woman" (Kawa), "Homeless" (Adagha), "Half a Day" (Mahfouz); excerpts from Gilgamesh, "Ozymandias" (Shelley), "Dear Grandma" (Yamazawa)*

Multimedia Texts (TED, Youtube): "[Danger of a Single Story](#)" (Adichie, TED Talk); "[East vs. West - The Myths that Mystify](#)," "[Curating Humanity's Heritage](#)," "[Danger of a Single Story](#)," "[Interactive Creation Myth Map](#)," "[What Makes A Hero?](#)" "[The Hero's Journey](#)"

Independent Reading options: *student choice of teacher's selections*

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STANDARDS for Learning Targets

| Reading (Fiction & Nonfiction) | Writing Narrative | Speaking & Listening | Language |
|--|--|--|--|
| <p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.12.2/RI.12.2 – Theme: Analyze contributing factors to its development; cite textual evidence to support such analysis (RL.12.1/RI.12.1); analyze thematic connections in literature studied RL.12.3 –Heroes & Characters on the Hero’s Journey: Analysis of traits, commonalities, and the character’s impact on the text RL.12.4 –Tone: Analyze word choice RL.12.5 Text Choices/Structure: Analysis of narrative’s structure and its impact on the story, pacing, etc. RI.12.6 – Point of View: Analysis of cultural perspective & values indirectly portrayed through use of devices such as irony, satire, understatement RI.12.6 – Author Purpose/Choices: Analysis of how author’s use of style to produce powerful narrative, including a focus on irony, archetypes, and symbolism 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.12.3 a-e -- Narrative Writing Reflecting on and describing a personal incident that defines one’s personal identity; focus on story opening, closing & pacing. Writing Workshop: Use mentor text essays to note different structures of narrative writing;; use notebooks entries to make connections among texts in this unit; writing may reflect personal views on archetypes, heroes, and the hero’s journey as well as personal experiences for the narrative essay. Include figurative language and devices; demonstrate effective use of sentence structure and word choice W12.4, W.12.5, & W.12.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.12.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis</p> | <p><u>Comprehension & Collaboration</u> SL.12.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. SL.12.1a -- *Mini- Seminars: Engage students in partner and 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 heroes and how fiction reflects culture/society SL12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar: Based on one text that allows 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 Click here for Seminar Resources Suggested texts: <i>The Clues to a Great Story (Stanton); We Are the Stories We Tell Ourselves (Kapur); Juggling and Jesus (Ryan); Selections from Siddhartha (Hesse)</i></p> | <p><u>Conventions of Standard English</u> L.12.1, L.12.2, L.12.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of literary devices; Demonstrate use of hyphens. <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 Short Stories/Myths Mentor Texts: Personal Moments/Non-fiction *Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on archetypes.</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 independently.</p> |

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Sample Essential Questions for Lesson Planning

| Reading (Fiction & Nonfiction) | Writing Narrative | Speaking & Listening | Language |
|--|---|--|--|
| <ul style="list-style-type: none"> • Why does an author include specific details in a passage? • How can symbols help identify the author's purpose in writing? • Why does the hero/villain archetype persist and what do they symbolize? | <ul style="list-style-type: none"> • How does a writer best communicate personal experiences? • What is the importance of structure in writing? • How does engaging in the writing process improve the quality of writing overall? • How does a writer use specific language/diction to create imagery/character? | <ul style="list-style-type: none"> • How can we use collaborative discussion to expand our understanding of literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? | <ul style="list-style-type: none"> • Which literary and rhetorical devices best support personal narrative writing? • How does connotation affect meaning? • How does parallelism help achieve purpose? |

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. Aperture
2. Ardent
3. Banal
4. Behemoth
5. Bucolic
6. Cavort
7. Charlatan
8. Cognizant
9. Convivial
10. Credence
11. Defunct
12. Deign
13. Devious
14. Ebullient
15. Eclectic
16. Embellish
17. Engender
18. Ephemeral
19. Epicurean
20. Ethereal
21. Fatuous
22. Felicitous

23. Fetish
24. Foible
25. Genesis
26. Ghoulish
27. Glean
28. Gregarious
29. Hallow
30. Illusory
31. Impeccable
32. Inane
33. Iniquity/Iniquitous
34. Innate
35. Insatiable
36. Inviolable
37. Jocular
38. Litany
39. Macabre
40. Manifest
41. Misanthrope
42. Mundane
43. Murky
44. Nefarious
45. Neophyte
46. Obsequious
47. Omnipresent
48. Onerous
49. Pedantry
50. Penitent
51. Primordial
52. Progeny
53. Refulgent
54. Rife
55. Rudiments
56. Stratagem
57. Sumptuous

58. Taciturn
59. Tyro
60. Visionary

[Unit 1 List with Definitions](#)

[Unit 1 Quizlet](#)

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

1. Archetype
2. Bias
3. Folktale
4. Motif
5. Myth
6. Origin Story