

12th Grade Curriculum Map, Unit 2

updated 8/31/18

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 2 Vocabulary](#)

Unit Summary: Explaining Conflict Through Past, Present & Future

This unit addresses the effects of conflict, including its impact on the individual as well as the society. Students will study the wide-reaching effects of conflict (e.g. war) through the analysis of literature, with emphasis on the importance of knowing and remembering conflicts they are not directly affected by. This unit encourages students to apply their understanding of archetypes, trace character development, and analyze themes in and across world literature. There will be additional emphasis on literary analysis writing, which will build on students' writing skills including source evaluation, and planning methods. 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 the effects of conflict/war; 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 analyzing texts and composing a literary analysis essay.

Essential Questions:

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

How do feelings of human alienation influence human behavior?

How do conflicts, such as war and genocide, affect the individual and society?

Why are there common themes/values across time and/or culture?

How do the effects of war/conflict manifest themselves in different mediums, including text and art?

How can a text's point-of-view alter, enhance, or blur the story it tells?

Assessments:

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

1. **Mid-Year Reading Benchmark (10%)**: Nonfiction text (MC & OE, paired with visual text), [Reflection links](#)
2. **Writing Workshop (15%)**: [Literary Analysis](#) (THS: **W.12.2 & W.12.9**) or [Literary Analysis Argument](#) (HHS & TCHS: **W.12.1 & W.12.9**)
3. **Performance Assessment (15%)**: Inquiry-based; must hit [RI.12.7](#) (HHS, annotated bibliography), [RL.12.9](#) (TC, analysis of conflict in art and literature), or [RL.12.7](#) (THS, literary analysis model packet)
4. **Vocabulary (10%)** Cumulative Assessment: [60 MP 2 Words](#) + 30 MP 1 Words ([Cumulative Word List](#)), [Answer Key](#)

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:

From World Literature Anthology: *suggested works: from "The Iliad," from "In the Shadow of War," "Born on the Fourth of July," "The Media and the War," "The War Escalates," "Evacuation Order #19," "Where Have you Gone, Charming Billy," "For the Third Time"*

Supplemental nonfiction - "[War Can Warp Even Your Conscience](#)" (Pitts); "[Do Americans Love War?](#)" "[The Things They Carried: What do you bring with you to begin life anew?](#)" (Time, 2015) "My War" (Buzzell), "[Declaration of Human Rights](#)," "On the Bottom" from *Survival in Auschwitz* (Levi), "Preface to the New Translation" (Wiesel); "War" (Jung), "Where Men Win Glory" (Krakauer); "A Bright Shining Lie" (Sheehan), "How to Tell a True War Story," "[Behind the Mask: Revealing the Trauma of War](#)" (Nat Geo), "[How Art Heals the Wounds of War](#)" (Nat Geo); [Invisible Wounds](#) (Humans of NY series)

Poetry - "Dulce Et Decorum Est" (Owen); "Poem Postmarked from the Middle East" (Hameedi), "Waiting for the Barbarians (Cavafy); "Diameter of the Bomb" (Amichai)

Multimedia Texts & Interdisciplinary Connections "[An Evolutionary Perspective on War Heroism](#)," [Literature of War](#) (PBS). "[Why Veterans Miss War](#)" (TED Talk); "[When a Reporter Becomes the Story](#)" (TED Talk); "[Fifty Days at Iliam](#)" (Art; Twombly); [Banksy Street Art](#); "[Guernica](#)" (Art, Picasso)

Novels - student choice from teacher list or whole-class: *Long Way Gone*, *Purple Hibiscus*, *One-Hundred and One Nights*, *The Things They Carried*, *In Country*, *Kite Runner*

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.12.2/RI.12.2 – Theme:Analyze contributing factors to their development as well as they interact with one another; cite textual evidence to support such analysis (RL/RI.12.1); analyze thematic connections in fiction and nonfiction studied RL.12.3/RI.12.3 – Development: Analyze how an author sequences the events of a conflict and the effect of those choices; identify motifs and trace development of themes RL.12.4 –Diction: Evaluate its impact on the tone, style, voice, and mood of a work. RL.12.5 Text Choices/Structure: 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. RL.12.6/RI.12.6 – Author Purpose/Choices: Analysis of author’s use of irony, rhetoric, and symbolism and their effects on style, voice, and theme RL.12.7/RI.12.7 Multiple Accounts: Analyze multiple interpretations of a story or account; integrate and evaluate multiple accounts or sources to address a question 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 a-f *W.12.9 -- Literary Analysis (THS) OR W.12.1 a-e & W.12.9 -- Literary Analysis Argument (HHS & TCHS) Literary analysis essay: focus on how literary devices contribute to theme in a text, or Literary analysis argument that presents the answer to an essential question about why men love war. This essay must document primary and secondary sources Writing Workshop: Use mentor text essays to note structure of literary analysis writing; use notebooks entries to make connections among texts in this unit. Include figurative language and devices; demonstrate effective use of sentence structure & precise word choice (revise to eliminate wordiness) 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 – Continued Practice 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 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 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 Click here for Seminar Resources Suggested texts: “<i>The Archetypal Roots Of War: Understanding the patterns in our minds may lead to an end to war</i>” (Hoyte); “<i>Why Men Love War</i>”</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. <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 Novel Short Stories Nonfiction Poetry Mentor Texts: Literary Analysis and/or literary analysis argument</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</p>

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> • How do multiple themes interact with one another in a piece of literature? • What kind of archetypes are present in war literature? • How can reading non-fiction enhance our understanding of fiction? • How do different text mediums, including Art, expand our understanding of war/conflict? 	<ul style="list-style-type: none"> • How does one effectively read a text to prepare to write literary analysis? • How does engaging in the writing process improve the quality of writing overall? • How does one transfer annotations into coherent literary analysis? 	<ul style="list-style-type: none"> • How do we effectively discuss themes, conflict and craft to create better understanding of literature, ourselves, and our world? • 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 literary analysis writing? • How does connotation affect meaning? • How do rhetorical devices help achieve purpose?

to [Vocabulary list](#)

to [Standards for Learning](#)

12th Grade Curriculum Map, Unit 2

2018-2019

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. Acclamation
2. Accost
3. Acquisitive
4. Affront
5. Allay
6. Arrant
7. Arrogate
8. Askance
9. Avarice
10. Avid
11. Bastion
12. Benign
13. Bestial
14. Blandishment
15. Carping
16. Celerity
17. Chicanery
18. Collusion
19. Concord
20. Coup
21. Decimate
22. Decry
23. Depraved
24. Diminution
25. Disarray
26. Discomfit
27. Distraught
28. Effigy
29. Effrontery
30. Eulogy
31. Evince
32. Exacerbate
33. Exhume
34. Feckless
35. Frenetic
36. Furtive
37. Garish
38. Incendiary
39. Incongruous
40. Intransigent
41. Invidious
42. Machination
43. Maelstrom
44. Mandate
45. Moratorium
46. Moribund
47. Nettle
48. Obstinate
49. Pejorative
50. Pillory
51. Plaintive
52. Raze
53. Reconnaissance
54. Sacrilege
55. Slough
56. Suppliant
57. Surveillance
58. Testy

59. Utopian
60. Vituperative

[Unit 2 List with Definitions](#)

[Unit 2 Quizlet](#)

[Cumulative Study List](#)

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

1. Archetype
2. Diction
3. Hero
4. Irony
5. Nuance
6. Rhetoric
7. Style