

12th Grade Curriculum Map, Unit 4

updated 8/31/2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 4 Vocabulary](#)

Unit Summary: Personal Journey and Beyond

This unit engages students in the study of a major world text such as Hamlet or Oedipus, in order to extend and refine their skills in the analysis and close reading of text. In addition to the central reading, students will compose either an argumentative or narrative essay through the Writing Workshop process. Students will also engage in an independent, annotated close reading a nonfiction text; 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 promote effective use of language and that require reflections on progress when composing the marking-period essay. As a final performance assessment, students will develop a question, which they will answer through a documentary project or commencement project, that utilizes both research and original thought.

Essential Questions:

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

How can an author use rhetoric to advance or enhance his/her message?

How can multiple themes interact and connect in a world of literature?

How do the decisions we/characters make impact our futures?

How do plays reflect the complex human experience?

How has my world/high school experience impacted me?

How will I impact the world?

Assessments:

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

1. **Teacher's Choice (10%)**
2. **Writing Workshop (10%):** Narrative (W.12.3) or [Argument Writing \(W.12.1\)](#); **HHS:** Memoir Genre Study (Nar.), **TCHS:** Documentary proposal (Arg.)
THS: Theme justification/connect to current events (Arg.)
3. **Performance Assessment (20%):** Inquiry-based; must hit [RI.12.5](#) & [RI.12.6](#) (HHS & THS, commencement speech project) or [RL.12.5](#) (TC, documentary project)
4. **Vocabulary (10%)** Cumulative Assessment: [60 MP 4 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:

Major Texts: *Oedipus, Hamlet, Antigone, Lysistrata, Dante's Inferno*

Short One-Acts: from *Open-Ended Plays* "My Life's My Own," "They'll Never Miss It," "A Second Chance," from *Seven Plays of Mystery and Suspense*: "Flight Into Danger" (Hailey)

Mentor Texts: varies depending on essay type; commencement speeches, documentary excerpts

Multimedia Texts: [The Best Commencement Speeches Ever](#) (NPR), [Steve Jobs at Stanford U.](#) (commonlit.org); [B. Bush's Address at Wellesly](#) (commonlit.org)

Multimedia Resources:

Independent Reading: *suggested focus on informational text, suggestions include* The Outliers, What Color is Your Parachute, and Why Zebras Don't Get Ulcers

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative or Argument	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</p> <p>RL/RI.12.3 – Story Development: Analyze the impact of the author’s choices in developing the drama, including setting, sequencing, and character.</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 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><u>Text Types & Purposes</u> W.12.1a-e Argument: Write an argument that examines and evaluates the strengths and limitations of at least two claims, develops each claim with relevant evidence, and uses transitions between ideas and sections of text, using a formal style</p> <p><i>or</i></p> <p>W.12.3a-e Narrative: Write a narrative (memoir) that utilizes narrative techniques such as pacing, dialogue, and reflection and uses precise language</p> <p>Writing Workshop: Use mentor text essays to become familiar with the mode of writing, take risks, and experiment with ideas and skills; demonstrate effective use of sentence structure & precise word choice.</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 -- Draw evidence from sources to support thesis</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 Click here for Seminar Resources</p> <p>Suggested texts: “commencement addresses, supplemental texts for dramas, scenes from drama; “Photographing the Untold Story;” “This is Water”</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 Drama Mentor Texts Commencement Speeches Independent Reading (nonfiction)</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>

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative or Argument	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 can we improve our writing through reflection and revision? • How do we develop questions about our own writing in order to make effective use of peer revision and writing conferences? • How do we use word choice that indicates a formal or objective tone? • How can we utilize rhetorical and literary devices to enhance our writing? 	<ul style="list-style-type: none"> • How can we enhance a group discussion through questioning strategies? • How can we synthesize views to achieve consensus in collaborative discussions? • How do peer discussions enhance learning? • How can we demonstrate that we're listening to our peers? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • How does connotation affect meaning? • How can we use context to help define new words? • Why do writers break grammatical conventions? • How do we use syntax and diction to best serve purpose and audience?

to [Vocabulary list](#)

to [Standards for Learning](#)

12th Grade Curriculum Map, Unit 4

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. Acuity
2. Aesthetic
3. Amenity
4. Articulate
5. Asperity
6. Attenuate
7. Badinage
8. Catharsis
9. Cavil
10. Consign
11. Contrite
12. Delectable
13. Deprecate
14. Derelict
15. Diatribe
16. Dissidence
17. Efficacy
18. Elude/Elusive
19. Eschew
20. Esoteric
21. Facade
22. Figment
23. Forgo
24. Histrionic
25. Ignominy

26. Imminent
27. Imperturbable
28. Importune
29. Intelligible
30. Intermittent
31. Inure
32. Lackadaisical
33. Laconic
34. Lampoon
35. Languish
36. Largesse
37. Ludicrous
38. Luminous
39. Malaise
40. Mendacious
41. Mesmerize
42. Mutable
43. Necromancer
44. Obtuse
45. Overweening
46. Penchant
47. Piquant
48. Portend/Portentous
49. Presage
50. Rebuff
51. Rectitude
52. Redolent
53. Requite
54. Restive
55. Saturnine
56. Shambles
57. Sporadic
58. Subsist

59. Temporize
60. Unremitting

[Unit 4 List with Definitions](#)

[Unit 4 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. Nuance
3. Rhetoric
4. Style