

# 12th Grade Curriculum Map, Unit 1

updated 9/2020

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

MAJOR ASSESSMENTS (2) = **40%**

1. **Writing Workshop (20%):** Personal Narrative Writing (**W.12.3**)
2. **Performance Assessment (20%):** 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)

#### Formative Assessments

MINOR ASSESSMENTS - Quizzes = **35%**

**Summer Reading (MINOR ASSESSMENT):** Essay Assessment (\*benchmark pre-assessment for writing), Rubric: [left twix](#), [right twix](#)

**PREPARATION/PROGRESS/PARTICIPATION** (Classwork & Homework) = **25%**; → *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:** *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 &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>RL.12.2/RI.12.2 – Theme:</b> Analyze contributing factors to its development; cite textual evidence to support such analysis (<b>RL.12.1/RI.12.1</b>); analyze thematic connections in literature studied  <b>RL.12.3 –Heroes &amp; Characters on the Hero’s Journey:</b> Analysis of traits, commonalities, and the character’s impact on the text  <b>RL.12.4 –Tone:</b> Analyze word choice  <b>RL.12.5 Text Choices/Structure:</b> Analysis of narrative’s structure and its impact on the story, pacing, etc.  <b>RI.12.6 – Point of View:</b> Analysis of cultural perspective &amp; values indirectly portrayed through use of devices such as irony, satire, understatement  <b>RI.12.6 – Author Purpose/Choices:</b> Analysis of how author’s use of style to produce powerful narrative, including a focus on irony, archetypes, and symbolism  <b>RL.12.9/RI.12.9 - Multiple Texts, Similar Themes:</b> analyze similar themes/topics in two texts from the same time period</p>	<p><u>Text Types &amp; Purposes</u>  <b>W.12.3 a-e -- Narrative Writing</b>            Reflecting on and describing a personal incident that defines one’s personal identity; focus on story opening, closing &amp; pacing.   <b>Writing Workshop:</b> 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   <b>W12.4, W.12.5, &amp; W.12.6 --</b> Write, revise, and edit a rough draft for content and organization, grammar and mechanics.   <b>W.12.10 --</b> Portfolio Reflections   <u>Research to Build &amp; Present Knowledge</u>  <b>W.12.9 --</b> Use evidence from readings to support literary analysis</p>	<p><u>Comprehension &amp; Collaboration</u>  <b>SL.12.1a &amp; b – Review of Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.   <b>SL.12.1a -- *Mini- Seminars:</b> 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   <b>SL12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar:</b> 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   <a href="#">Click here for Seminar Resources</a>   <b>Suggested texts:</b> <i>The Clues to a Great Story (Stanton)</i>; <i>We Are the Stories We Tell Ourselves (Kapur)</i>; <i>Juggling and Jesus (Ryan)</i>; <i>Selections from Siddhartha (Hesse)</i></p>	<p><u>Conventions of Standard English</u>  <b>L.12.1, L.12.2, L.12.3 --</b> Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of literary devices; Demonstrate use of hyphens.   <u>Knowledge of Language</u>  <b>L.12.3a --</b> Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading</u> <b>RL.12.10</b>  <b>Short Stories/Myths</b>  <b>Mentor Texts:</b> Personal Moments/Non-fiction  <b>*Independent Reading Choice:</b> Annotate for elements/devices studied in class; emphasis on archetypes.</p>	<p><u>Range of Writing</u> <b>W.12.10</b>            Writing Workshop writing process, including reflections (portfolio)            Responses to Literature            Open-ended Questions            Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.12.4</b>            Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <b>L.12.4, L.12.5, L.12.6</b>            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"><li>• Why does an author include specific details in a passage?</li><li>• How can symbols help identify the author's purpose in writing?</li><li>• Why does the hero/villain archetype persist and what do they symbolize?</li></ul>	<ul style="list-style-type: none"><li>• How does a writer best communicate personal experiences?</li><li>• What is the importance of structure in writing?</li><li>• How does engaging in the writing process improve the quality of writing overall?</li><li>• How does a writer use specific language/diction to create imagery/character?</li></ul>	<ul style="list-style-type: none"><li>• How can we use collaborative discussion to expand our understanding of literature, ourselves, and our world?</li><li>• How can we synthesize views to achieve consensus in collaborative discussions?</li></ul>	<ul style="list-style-type: none"><li>• Which literary and rhetorical devices best support personal narrative writing?</li><li>• How does connotation affect meaning?</li><li>• How does parallelism help achieve purpose?</li></ul>

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## Tier 2 VOCABULARY:

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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

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# 12th Grade Curriculum Map, Unit 2

updated 9/2020

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 Plan

MAJOR ASSESSMENTS (2) = **40%**

1. **Writing Workshop (15%):** [Literary Analysis](#) (THS: **W.12.2 & W.12.9**) or [Literary Analysis Argument](#) (HHS & TCHS: **W.12.1 & W.12.9**)
2. **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)

#### Formative Assessments

MINOR ASSESSMENTS - Quizzes = **35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = **25%**

→ *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" (Junger), "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*

# 12th Grade Curriculum Map, Unit 2

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## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>RL.12.2/RI.12.2 – Theme:</b>Analyze contributing factors to their development as well as they interact with one another; cite textual evidence to support such analysis (<b>RL/RI.12.1</b>); analyze thematic connections in fiction and nonfiction studied  <b>RL.12.3/RI.12.3 – Development:</b> Analyze how an author sequences the events of a conflict and the effect of those choices; identify motifs and trace development of themes  <b>RL.12.4 – Diction:</b> Evaluate its impact on the tone, style, voice, and mood of a work.  <b>RL.12.5 Text Choices/Structure:</b> 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.  <b>RL.12.6/RI.12.6 – Author Purpose/Choices:</b> Analysis of author’s use of irony, rhetoric, and symbolism and their effects on style, voice, and theme  <b>RL.12.7/RI.12.7 Multiple Accounts:</b> Analyze multiple interpretations of a story or account; integrate and evaluate multiple accounts or sources to address a question  <b>RL.12.9/RI.12.9 – Multiple Texts, Similar Themes:</b> analyze similar themes/topics in two texts from the same time period</p>	<p><u>Text Types &amp; Purposes</u>  <b>W.12.2 a-f *W.12.9 -- Literary Analysis (THS) OR</b>  <b>W.12.1 a-e &amp; W.12.9 -- Literary Analysis Argument (HHS &amp; TCHS)</b>            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    <b>Writing Workshop:</b> 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 &amp; precise word choice (revise to eliminate wordiness)    <b>W.12.4, W.12.5, &amp; W.12.6 --</b> Write, revise, and edit a rough draft for content and organization, grammar and mechanics.    <b>W.12.10 --</b> Portfolio Reflections    <u>Research to Build &amp; Present Knowledge</u>  <b>W.12.9 --</b> Use evidence from readings to support literary analysis</p>	<p><u>Comprehension &amp; Collaboration</u>  <b>SL.12.1a &amp; b –</b> Continued Practice of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.    <b>SL.12.1a -- *Mini- Seminars:</b> 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    <b>SL.12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar:</b> 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  <a href="#">Click here for Seminar Resources</a>    <b>Suggested texts:</b> “<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>  <b>L.12.1, L.12.2, L.12.3 --</b> 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>  <b>L.12.3a --</b> Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading</u> <b>RL.12.10</b>  <b>Novel</b>  <b>Short Stories</b>  <b>Nonfiction</b>  <b>Poetry</b>  <b>Mentor Texts:</b> Literary Analysis and/or literary analysis argument</p>	<p><u>Range of Writing</u> <b>W.12.10</b>            Writing Workshop writing process, including reflections (portfolio)            Responses to Literature            Open-ended Questions            Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.12.4</b>            Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <b>L.12.4, L.12.5, L.12.6</b>            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 Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"><li>• How do multiple themes interact with one another in a piece of literature?</li><li>• What kind of archetypes are present in war literature?</li><li>• How can reading non-fiction enhance our understanding of fiction?</li><li>• How do different text mediums, including Art, expand our understanding of war/conflict?</li></ul>	<ul style="list-style-type: none"><li>• How does one effectively read a text to prepare to write literary analysis?</li><li>• How does engaging in the writing process improve the quality of writing overall?</li><li>• How does one transfer annotations into coherent literary analysis?</li></ul>	<ul style="list-style-type: none"><li>• How do we effectively discuss themes, conflict and craft to create better understanding of literature, ourselves, and our world?</li><li>• How can we synthesize views to achieve consensus in collaborative discussions?</li><li>• How do peer discussions enhance learning?</li></ul>	<ul style="list-style-type: none"><li>• How does word choice affect a writer's message?</li><li>• Which literary and rhetorical devices best support literary analysis writing?</li><li>• How does connotation affect meaning?</li><li>• How do rhetorical devices help achieve purpose?</li></ul>

to [Vocabulary list](#)  
to [Standards for Learning](#)

[ELA Recommended Accommodations & Modifications for Curriculum Implementation](#)



# 12th Grade Curriculum Map, Unit 2

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## **Tier 2 VOCABULARY:**

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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

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# 12th Grade Curriculum Map, Unit 3

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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 Plan

**MAJOR ASSESSMENTS (2) = 40%**

1. **Writing Workshop (20%):** Multigenre Inquiry Research Project (TC: focus on Global Issue; HHS: [Thematic Expository](#))
2. **Performance Assessment (20%):** 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)

#### Formative Assessments

**MINOR ASSESSMENTS - Quizzes = 35%**

**PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = 25%**

→ *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

# 12th Grade Curriculum Map, Unit 3

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## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Multi-Genre	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>RL.12.2/RI.12.2 – Theme &amp; Central Ideas</b>            Identify main ideas and themes and cite textual evidence to support analysis; analyze the development of ideas throughout text based on genre</p> <p><b>RL/RI.12.4 – Word Choice:</b> Evaluate the effectiveness of word choice, including figurative language and connotative meanings</p> <p><b>RL/RI.12.5 Author Intention/Style Choices:</b>            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><b>RL/RI.12.6 – Point of View &amp; Perspective:</b>            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><b>RL.12.7/RI.12.7 Multiple Sources/Inquiry:</b>            Analyze multiple interpretations of a story or account; integrate and evaluate multiple accounts or sources to address a question</p> <p><b>RL.12.9/RI.12.9 – Multiple Texts, Similar Themes:</b> analyze similar themes/topics in two texts from the same time period</p>	<p><u>Text Types &amp; Purposes</u>  <b>W.12.2-3, 7-8: Multi-Genre Research Paper:</b> 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><b>Writing Workshop:</b> 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 &amp; precise word choice to create a tone appropriate for each genre's purpose.</p> <p><b>W12.4, W.12.5, &amp; W.12.6 --</b> Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p><b>W.12.10 --</b> Portfolio Reflections</p> <p><u>Research to Build &amp; Present Knowledge</u>  <b>W.12.9 --</b> Use evidence from readings to support literary analysis</p> <p>HHS: <a href="#">Global Conflict Resources/Topics</a></p>	<p><u>Comprehension &amp; Collaboration</u>  <b>SL.12.1a &amp; b –</b> Continued Practice of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.12.1a -- *Mini- Seminars:</b> 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><b>SL.12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar:</b> 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><a href="#">Click here for Seminar Resources</a></p> <p><b>Suggested texts:</b> "Girl" (Kincaid); "Kaffir Boy" (Mathabane); "Stolen Party" (Hecker)</p>	<p><u>Conventions of Standard English</u>  <b>L.12.1, L.12.2, L.12.3 --</b> 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>  <b>L.12.3a --</b> Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading</u> <b>RL.12.10</b>            Genre Study Mentor Texts:  <b>Expository</b> (options such as resumes, how-to's, magazine articles)  <b>Persuasive</b> (options such as editorials, reviews, letter-to-the-editor)  <b>Visual</b> (options such as maps, charts, graphs, photo-journalism)  <b>Poetry</b> (options such as double-voice and crot)</p>	<p><u>Range of Writing</u> <b>W.12.10</b>            Writing Workshop writing process, including reflections (portfolio)            Responses to Literature            Open-ended Questions            Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.12.4</b>            Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <b>L.12.4, L.12.5, L.12.6</b>            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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# 12th Grade Curriculum Map, Unit 3

updated 9/2020

**Narrative** (options such as letters, biographies)

## Sample Essential Questions for Lesson Planning

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

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# 12th Grade Curriculum Map, Unit 3

updated 9/2020

## **Tier 2 VOCABULARY:**

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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

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

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

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# 12th Grade Curriculum Map, Unit 4

updated 9/2020

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 Plan

MAJOR ASSESSMENTS (2) = **40%**

1. **Writing Workshop (20%)**: 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.)
2. **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)

#### Formative Assessments

MINOR ASSESSMENTS - Quizzes = **35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = **25%**

→ *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*

# 12th Grade Curriculum Map, Unit 4

updated 9/2020

STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	Writing Narrative or Argument	Speaking & Listening	Language
<u>Key Ideas &amp; Structure</u> <b>Close Readings/Annotations</b> <b>RL.12.2/RI.12.2 – Theme &amp; Central Ideas</b> Identify main ideas and themes and cite textual evidence to support analysis; analyze the development of ideas throughout text  <b>RL/RI.12.3 – Story Development:</b> Analyze the impact of the author's choices in developing the drama, including setting, sequencing, and character.  <b>RL/RI.12.4 – Word Choice:</b> Evaluate the effectiveness of word choice, including figurative language and connotative meanings  <b>RL/RI.12.5 Author Intention/Style Choices:</b> 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.  <b>RL/RI.12.6 – Point of View &amp; Perspective:</b> Analyze and evaluate the effectiveness of narrative and rhetorical techniques in achieving purpose; analyze point of view and its relationship to style and content	<u>Text Types &amp; Purposes</u> <b>W.12.1a-e Argument:</b> 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  or <b>W.12.3a-e Narrative:</b> Write a narrative (memoir) that utilizes narrative techniques such as pacing, dialogue, and reflection and uses precise language  <b>Writing Workshop:</b> 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.  <b>W12.4, W.12.5, &amp; W.12.6 --</b> Write, revise, and edit a rough draft for content and organization, grammar and mechanics.  <b>W.12.10 --</b> Portfolio Reflections  <u>Research to Build &amp; Present Knowledge</u> <b>W.12.9 --</b> Draw evidence from sources to support thesis	<u>Comprehension &amp; Collaboration</u> <b>SL.12.1a &amp; b – Continued Practice of Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.  <b>SL.12.1a -- *Mini- Seminars:</b> 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  <b>SL.12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar:</b> 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 <a href="#">Click here for Seminar Resources</a>  <b>Suggested texts:</b> "commencement addresses, supplemental texts for dramas, scenes from drama; "Photographing the Untold Story;" "This is Water"	<u>Conventions of Standard English</u> <b>L.12.1, L.12.2, L.12.3 --</b> 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> <b>L.12.3a --</b> Revise for content, organization, and word choice; vary syntax
<u>Range of Reading</u> <b>RL.12.10</b> Drama Mentor Texts Commencement Speeches Independent Reading (nonfiction)	<u>Range of Writing</u> <b>W.12.10</b> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	<u>Presentation of Knowledge &amp; Ideas</u> <b>SL.12.4</b> Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.	<u>Vocabulary Acquisition &amp; Use</u> <b>L.12.4, L.12.5, L.12.6</b> Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge

# 12th Grade Curriculum Map, Unit 4

updated 9/2020

independently

## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative or Argument	Speaking & Listening	Language
<ul style="list-style-type: none"><li>• How does a writer use specific language/diction to establish purpose?</li><li>• Why does an author include or omit specific details in a passage?</li><li>• How does text structure influence meaning and clarity as well as audience and purpose in genre?</li><li>• How does perspective affect the story being told?</li></ul>	<ul style="list-style-type: none"><li>• How can we improve our writing through reflection and revision?</li><li>• How do we develop questions about our own writing in order to make effective use of peer revision and writing conferences?</li><li>• How do we use word choice that indicates a formal or objective tone?</li><li>• How can we utilize rhetorical and literary devices to enhance our writing?</li></ul>	<ul style="list-style-type: none"><li>• How can we enhance a group discussion through questioning strategies?</li><li>• How can we synthesize views to achieve consensus in collaborative discussions?</li><li>• How do peer discussions enhance learning?</li><li>• How can we demonstrate that we're listening to our peers?</li></ul>	<ul style="list-style-type: none"><li>• How does word choice affect a writer's message?</li><li>• How does connotation affect meaning?</li><li>• How can we use context to help define new words?</li><li>• Why do writers break grammatical conventions?</li><li>• How do we use syntax and diction to best serve purpose and audience?</li></ul>

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# 12th Grade Curriculum Map, Unit 4

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## **Tier 2 VOCABULARY:**

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

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As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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. Forge
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](#)

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[4A Cumulative Study List](#)

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

1. Diction
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