# Unwrapping the Standards

**Content Area:** ENGLISH 12 **Completed By:** VASUDHA SHARMA

**QUARTER - 1**

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| **Essential Standard: Reading Standard for Literature/ informational text , writing , language, speaking and listening** | | |
| **Skills and Concepts** | | |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| **READING**  DRAW INFERENCE  TEXTUAL EVIDENCE  CONNOTATION AND DENOTATION  CONTEXT CLUES  FIGURATIVE MEANINGS  MEANING AND TONE  MULTIPLE MEANINGS  **WRITING**  **Argumentative Essay :**  **LANGUAGE**  **SPEAKING and LISTENING**  **(Begin to prepare for career enhancement)** | Determine the meanings of words and phrases as they are used in the text.  Introduce and conclude ideas,  organize ideas  plan, revise, and edit    CAPITALIZATION  PUNCTUATION, SPELLING  DISCUSSIONS( Group discussions and problem solving) | SKILLS and concepts (DOK 2) |
| Vocabulary: Purport, credible, assertion, presume, contradictory,lair, stalked, gorge, gruesome, writhing, loathsome, palette, panel, perspective, embrace, adore, honor, impertinent, putrid, vile,annotation, theoretical, prescribe, conviction, tenacious,valiantly, personable, sincerity, eminent, discreet, diligent, demagogue, animosity, provoke,subjugation, privileged,  MEDIA VOCABULARY: navigation, embedded videos, slide- show,delivery, gesture, audience reaction, | | |

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| **Bloom’s Taxonomy** | **Marzano’s Taxonomy** | **Webb’s Depth of Knowledge** |
| * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating | * Level 1: Retrieval * Level 2: Comprehension * Level 3: Analysis * Level 4: Knowledge utilization * Level 5: Metacognition * Level 6: Self-System thinking | * Recall and reproduction (DOK 1) * Skills and Concepts (DOK 2) * Strategic thinking/complex reasoning (DOK 3) * Extended thinking/reasoning (DOK 4) |

**QUARTER 2**

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| **Essential Standard: READING for LITERATURE / INFORMATIONAL TEXT , WRITING, LANGUAGE, SPEAKING** | | |
| **Skills and Concepts** | | |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| **Reading**  THEME  SUMMARIZE  EXPLICIT and IMPLICIT meanings  **WRITING**  INFORMATIONAL / EXPLANATORY ESSAY  **LANGUAGE**  **Multiple meaning, parts of speech, precise meaning,**  **SPEAKING and Listening** | Determine two or more themes or central ideas.  Analyze their development  Provide summary of the text  Students will learn to apply transition and syntax in writing  Applying and utilizing the understanding in writing and reading  DEBATE, SPEECH ( Evaluate speaker’s point of view, reasoning and assessing.) adapt speech to variety of contexts | (DOK 3)  (DOK 2)  (DOK 3)  (DOK 4) |
| Vocabulary: proficient, justify, diverse, catalyst, assertion,revolt, captivity, flout, rebellious, treasons,assault, allegiance,stealthy, equivocate, sacrilegious, counterfeit, breach,malice, rnrage, rancors, foully, malevolence,,pernicious, laudable, avaricious, integrity, sanctity, perturbation, agitation, purge, antidote, pristine, usurper,toil, assay, devise, unambiguous, idiosyncratic,  MEDIA VOCABULARY: sound effects, editing, pacing, | | |

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**QUARTER 3**

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| **Essential Standard: READING for Literature/ informational text, Writing, Language, Speaking** | | |
| **Skills and Concepts** | | |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| READING  COMPARE and CONTRAST  WRITING  COLLEGE ESSAY  LANGUAGE  SPEAKING  INTERVIEWS | Read and comprehend literature at high grades.  Multiple interpretation of the story/drama/poems  Analyse and implement Task , purpose and audience in writing  Figurative language, word relations and nuances, interpret figure of speech (hyperbole, paradox)  Metacognition and self -system thinking and speaking about themselves . Establish confidence | (DOK 3)  (DOK 3, 4)  (DOK 3, 4) |
| Vocabulary: engender, transformation, incoporate, artifice, inexorable, virtuous, profanation, laity, dreadful, eternally, proclamation, faction, imperial, dominions, edict, ambassadors,languish, prime, jutted, converged, entwining,tedious, chafed, intolerable, dimmed, prismatic, wavered, animate, infuse, anachronism, repercussion, revelation,tranquil, sublime, serene, harmony, hemlock, reqiem, corpse, dirge, sepulcher,hideous, odious, consternation,malicious,dread,  MEDIA VOCABULARY: cinematography, superimposition, mime, cover design, typography, realism and stylization, | | |

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# Unwrapping the Standards

**Content Area:** **Completed By:**

**QUARTER 4**

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| **Essential Standard: Reading, Writing, Speaking, Language** | | |
| **Skills and Concepts** | | |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| **Reading:** TEXT STRUCTURE  CHARACTERS  PLOT and SETTING  **Writing: NARRATIVE ESSAY**  **Language:**  **Speaking:** | Analyse the impact of author’s choices regarding how to develop and relate elements of the story.  Understand and implement the use of precise language and sensory details to enhance their writing and enhance reading  Acquire and use accurately general academic and domain specific words and phrases in all **domains at college level and career readiness level**  **PRESENTATIONS** | (DOK 3, 4) |
| Vocabulary: solemnity, leaden, dejected,torrid, sordid, innocuous, illusory, impalpable,amnesia, pathological,migrate, modify, requisite, reiterate, implication,assimilate, entitlement, upbringing, myriad, indigenous, hybrid, imperialism, supplant, despotic, conventionalized, resolute, pretext,abounding, innumerable,fervent, blanch,desolation,cavalry,  MEDIA VOCABULARY: host, correspondent, interviewee, entry, cross-reference, hyperlink | | |

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**The following is the Organizer on the skills required for the seniors for their future prospects**

# Unwrapping the Standards

**Content Area:** College preparation **Completed By:** VASUDHA SHARMA

**QUARTER 4**

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| **Essential Standard: Writing, Speaking** | | |
| **Skills and Concepts** | | |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| **Writing:**  **Speaking:**  **Skills:** | **Essays ( Providing information about oneself ) as prescribed by college , for scholarships**  **Introducing oneself**  **Speech**  **PRESENTATIONS**  **Group Discussions**  **Interview skills ( paper interview, peer interview, panel interview)**  **Stress Management**  **Team Management**  **Negotiation skills**  **Selling skills** |  |
| Vocabulary: | | |

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