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| Grade 12, Unit 1 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Pre-Reading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions and Style | Writing to Sources | Speaking and Listening |
| from *Beowulf*  translated by Burton Raffel | Epic Poetry |  | Structure — epic — epic hero — archetypal patterns | Concept Vocabulary  Words related to monsters or predatory beasts  *lair stalked gorge gruesome writhing loathsome* | Anglo-Saxon Suffix: *-some* | Using Syntax for Elaboration — syntax — apposition — diazeugma | Comparison-and-Contrast Essay | Research Presentation |
| Standards |  |  | RL.3, RL.5 | L.4.c | L.4.b, L.4.c | L.3.a | W.2, W.2.c | SL.2, SL.5-6 |
| from *Beowulf* by Gareth Hinds | Graphic Novel |  |  | Media Vocabulary  *palette*  *panel composition*  *angle perspective*  *lighting/color* |  |  | Writing to Compare: Formulating a Claim  Counterclaims  critical evaluation |  |
| Standards |  |  |  | L.6 |  |  | RL.7, W.1.a,  W.1.b, W.1.f  W.1, W.9.a  W.12.5 |  |
| Performance Task: Writing Focus | | | | | | | | |
| Mode: Write an Argument  Prompt: Which counts more—taking a stand or winning?  Standards: W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1. L.12.2  Language Development: Conventions, Create Cohesion and Clarity: Transitions  Standards: W.1.c | | | | | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Pre-Reading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening |
| "To Lucasta, on Going to the Wars" by Richard Lovelace  AND  "The Charge of the Light Brigade" by Alfred, Lord Tennyson | Poetry Collection 1 | Context Clues | Word Choice and Theme  — diction — tone — theme | Concept Vocabulary  Words are all verbs that are related to affection and admiration *embrace adore ho*nor | Latin Prefix: *ad-* | Coordinating Conjunctions |  |  |
| Standards |  | L.4.a | RL.2 | L.4, L.4.c,RL.12.4 | L.4.b | L.1, L.2, L.3 |  |  |
| "The Song of the Mud" by Mary Borden  AND  "Dulce et Decorum Est" by Wilfred Owen | Poetry Collection 2 | Context Clues | Word Choice and Theme — diction — tone — theme — irony | Concept Vocabulary  Words that describe negative qualities of people or things  *impertinent putrid vile* | Connotation and Denotation | Types of Phrases  Preposition  prepositional phrase  object of the preposition | Writing to Compare: Compare-and-Contrast Essay |  |
| Standards | RL.11–12.10 | L.4.a | RL.2, RL.6 | RL.4 | L.4.c, L.5.b | L.1, L.3 | W.2, W.2.a, W.9.a, W.12.5, SL.1, SL.1.a-d |  |
| "How Did Harry Patch Become an Unlikely WWI Hero?" from BBC iWonder | Media: Interactive Website |  |  | Media Vocabulary  *navigation embedded video slide show* |  |  | Critical Analysis  research overview |  |
| Standards |  |  |  | L.6 |  |  | W.2, W.7, W.8 |  |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Mode: Present an Argument  Prompt: What heroic traits does the traditional war hero exhibit?  Standards: SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6 | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| Mode: Write an Argument  Prompt: Which contributes more to heroism—sacrifice or success?  Speaking and Listening: Speech  Standards: W.12.1.a-e, W.12.9, W.12.10, SL.12.4 | | | | | | | | |

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| Grade 12, Unit 2 | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | | Word Study | | Conventions and Style | | Writing to Sources | | Speaking and Listening |
| The Prologue from The Canterbury Tales, by Geoffrey Chaucer | Poetry | Author’s Choices: Character Development  Characterization  Direct characterization  Indirect characterization  Social commentary | Concept Vocabulary  Words suggesting character traits or personality  valiantly personable sincerity eminent discreet diligent | | Latin Suffix: -able | | Author’s Choices: Structure  heroic couplet closed couplet enjambment  iambic pentameter | | Response to Criticism | | Narrative Presentation |
| Standards |  | RL.3 | L.4.c, L.4.d | | L.4.b | | RL.5 | | W.1 | | SL.4, W.12.3 |
| "The Prologue from The Canterbury Tales: The Remix" by Patience Agbabi | MEDIA: VIDEO |  | Media Vocabulary  delivery gesture audience reaction | |  | |  | | Argumentative essay | |  |
| Standards |  |  | L.6 | |  | |  | | RL.7, W.1.a, W.1, W.9.a | |  |
| Performance Task: Writing Focus | | | | | | | | | | | |
| **Write an Explanatory Essay** Prompt: How does Chaucer find humor in the difference between the ideal and the real in the characters that populate The Canterbury Tales?  Language Development: Conventions and Style: Informal Style, formal style  Standards: W.12.3.a-e; W.12.7, W.12.8, W.12.5, W.12.10, L.12.2, L.12.2.a, L.12.2.b | | | | | | | | | | | |
| Small-Group Learning | | | | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | | Conventions or Style | | Writing to Sources | | Speaking and Listening | |
| from "The Worms of the Earth Against the Lions"  from A Distant Mirror by Barbara Tuchman | HISTORICAL ACCOUNT | Historical Writing  primary source  secondary source | Concept Vocabulary  Words related to political turmoil  demagogue animosity provoke | Greek Root Word: agogos | | Author’s Choices: Text Structure  chronological order cause-and-effect | |  | | Discussion  debate panel discussion role-play | |
| Standards |  | RI.1, RI.3 | L.4, L.4.d | L.4.c | | RI.3 | |  | | SL.1, SL.1.a SL.1.b | |
| "Shakespeare's Sister" by Virginia Woolf | Essay | Interaction and Development of Ideas — argument — paradigm — claim | Context Clues  Concept Vocabulary  Words related to preferences  gifted  taste fancy | Multiple-Meaning Words | | Conventions and Style: Changing Usage | | Argument — updated argument about Judith — argument with narrative — argumenta bout society's power | |  | |
| Standards |  | R.1, RI.3, RI.5 | L.4, L.4.a, L.4.d | L.4 | | L.4.c, L.1,  L.1.a, L.1.b | | W.1, W.1.a, W.1.b | |  | |
| "On Seeing England for the First Time"  by Jamaica Kincaid  AND  "XXIII" from Midsummer by Derek Walcott | Essay/Poetry | Author’s Perspective: Historical Context  Perspective | Pre-reading Skill: Base Words     Concept Vocabulary  Words are about groups of people in social classes within a society  subjugation privileged fellowships | Latin Prefix: sub- | | Stylistic Devices amplification compression allusion irony | |  | | Digital Presentation  historical infographics oral biographical profile contemporary connection | |
| Standards |  | RI.3  RI.12.6 | L.4, L.4.a | L.4.b | | RL.6, RL.4, RI.4 | |  | | SL.4, SL.5 | |
| Passenger Manifest for the MV Empire Windrush | MEDIA: PUBLIC DOCUMENT |  | Text Features  rows and columns headings statistics |  | |  | |  | | Research: Profile | |
| Standards |  |  | RI.12.5 |  | |  | |  | | W.7, W.2, W.9.b | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | |
| Present a Reader’s Theater  Prompt: Which aspects of English society would you change? Which would you keep?  Standards: SL.12.b, SL.12.3, SL.12.4 | | | | | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | |
| Explanatory Essay  Writing Prompt: What factors lead people to criticize their society rather than simply accept it? Speaking and Listening: Storytelling  Standards: W.12.2.a-f, W.12.4, W.12.5, W.12.9, W.12.10, SL.12.1, SL.12.4, SL.12.5, SL.12.6 | | | | | | | | | | | | |

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| Grade 12, Unit 3 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions and Style | Writing to Sources | Speaking and Listening |
| The Tragedy of Macbeth, Act I by William Shakespeare | | ANCHOR TEXT: DRAMA | Author's Choices:  Structure tragedies internal conflict soliloquy | Concept Vocabulary  Words related to warfare  revolt captivity assault flout rebellious treasons | Latin Root:  -bell- |  |  | Soliloquy |
| Standards | |  | RL.5 | L.4.c | L.4.c |  |  | SL.1.a, SL.6 |
| The Tragedy of Macbeth, Act II by William Shakespeare | | ANCHOR TEXT: DRAMA | Author's Choices: Structure iambic foot trochaic foot anapestic foot iambic pentameter blank verse prose comic relief | Concept Vocabulary  Words related to falseness and betrayal  allegiance stealthy equivocate sacrilegious counterfeit breach | Suffixes and Parts of Speech |  | Psychological Report |  |
| Standards | |  | RL.5 | L.2.b | L.4.b |  | W.1 |  |
| The Tragedy of Macbeth, Act III by William Shakespeare | | ANCHOR TEXT: DRAMA | Author's Choices: Structure  Crisis  Turning point  Climax  Catastrophe | Concept Vocabulary  Words that reveal emotional turmoil  foully rancors incensed malice enrages malevolence | Latin Prefix: mal- |  |  | Oral Recitation and Discussion |
| Standards | |  | RL.3, RL.5 | L.4.d | L.4.b |  |  | RL.3, SL.3, SL.1, SL.6 |
| The Tragedy of Macbeth, Act IV by William Shakespeare | | ANCHOR TEXT: DRAMA | Imagery and Archetypes imagery archetype | Concept Vocabulary  Words related to right and wrong  pernicious laudable avaricious integrity sanctity treacherous | Antonyms | Exclamatory Phrases |  |  |
| Standards | |  | RL.3 |  | L.5  L.4.c | L.3, RL.3 |  |  |
| The Tragedy of Macbeth, Act V by William Shakespeare | | ANCHOR TEXT: DRAMA | Shakespearean Tragedy tragic character tragic flaw dramatic irony | Concept Vocabulary  Words related to order and disorder  perturbation agitation  purge antidote pristine usurper | Latin Root:  -turb- | Hyphenation of Compound Adjectives  Compound adjective  hyphen | Character Profile | News Report |
| Standards | |  | RL.1, RL.3  RL.12.5 |  | L.4.c L.4.d | L.2, L.2.a | W.1, W.6 | SL.1.a, SL.6 |
| The Tragedy of Macbeth, Act V, Scene i performed by Los Angeles Theatre Works  AND  The Tragedy of Macbeth, Act V, Scene i performed by LibriVox | | MEDIA: AUDIO PERFORMANCE |  | Media Vocabulary  sound effects editing pacing |  |  | Comparison-and Contrast Essay  Interpretation |  |
| Standards | |  |  | RL.7, L.6 |  |  | RL.7, W.2, W.2.a, W.2.c, W.9.a W.12.5 |  |
| Performance Task: Writing Focus | | | | | | | | |
| Write an Argument  Prompt: In what ways does Macbeth attempt to control the future and to bury the past?  Language Development: Author’s Style: Establish Voice: Formal Style  Standards: W.12.a-f; W.12.4, W.12.5, W.12.7; W.12.8, W.12.10, L.12.3, L.12.6 | | | | | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening |
| "Sonnet 12" "Sonnet 60" "Sonnet 73" by William Shakespeare  AND  "Sonnet 32" by Mary Wroth  AND  "Sonnet 75" by Edmund Spenser | | Poetry Collection 1 | Development of Theme  sonnet Shakespearean sonnet  Spenserian sonnet | Pre-reading Skill: Context Clues  ----------------------------------  Concept Vocabulary  Words related to human endeavour  toil assay devise | Multiple-Meaning Words | Word Choice  figurative language  Similes  Metaphors  Personification | Response to Literature  reflection introduction to an anthology explanatory statement |  |
| Standards | |  | RL.2, RL.5 | L.4, L.4.a | L.4 | RL.4 | W.2.a, W.2.b, L.5, L.5.a |  |
| from "The Naked Babe and the Cloak of Manliness" by Cleanth Brooks  AND  from "Macbeth" by Frank Kermode | | LITERARY CRITICISM | Analyze Arguments  central idea  claim  supporting evidence | Context Clues     Concept Vocabulary  Words related to how something is seen or viewed  perception unambiguous idiosyncratic | Affixes | Quotations  quotation marks block quotations attribution |  | Panel Discussion |
| Standards | |  | RI.2 | L.4, L.4.a, L.4.d | L.4.b | L.3 |  | SL.1.c, SL.1.d |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Present an Argument Prompt: Should literature of the past be rewritten in present-day language for today’s readers?  Standards: SL.12.1.a-d, SL.12.3, SL.12.4 | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| Writing to Sources: Argument  Prompt: What is the relationship of human beings to time?  Speaking and Listening: TV Commentary  Standards: W.12.1.a-e; W.12.1.f; W.12.9; W.12.10, SL.12.1, SL.12.4.b | | | | | | | | |

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| Grade 12, Unit 4 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions and Style | Writing to Sources | Speaking and Listening | |
| "A Valediction: Forbidden Mourning" "Holy Sonnet 10" by John Donne | ANCHOR TEXT: POETRY COLLECTION 1 | Impact of Word Choice  metaphysical poetry conceit paradox irony | Concept Vocabulary  Words related to the sacred or spiritual  virtuous profanation laity dreadful delivery eternal | Latin Suffix: -ous | Varying Syntax: Periodic Sentences  periodic sentence syntax | Narrative Scene | Comparison of Poems | |
| Standards |  | L.5.a | L.4.c | L.4.b | RL.5, L.1, L.3, L.3.a | W.3.b, W.3, W.3.e | RL.9, SL.6 | |
| from Gulliver's Travels by Jonathan Swift | ANCHOR TEXT: NOVEL EXCERPT | Author’s Point of View: Satire  satire hyperbole understatement verbal irony | Concept Vocabulary  Words related to government and politics  proclamation faction imperial dominions edict ambassadors | Latin Root: -dict- | Participial and Gerund Phrases  participle phrase gerund phrase | Satiric Narrative | Reflective Narrative on Perspective | |
| Standards |  | RL.6 | L.4.d | L.4.c | L.1, L.3, L.3.a | W.3, W.3.d, W.4 | SL.4.a | |
| from Gulliver's Travels Among the Lilliputians and the Giants directed by Georges Méliès  AND  gallery of Gulliver's Travels cover art | MEDIA: FILM | COVER ART |  | Media Vocabulary  cinematography superimposition mime cover design typography  realism and stylization |  |  | Critical Evaluation |  | |
| Standards |  |  | L.6 |  |  | RL.7, W.1.a,  W.1.b, W.1, W.12.5, W.9.a |  | |
| Performance Task: Writing Focus | | | | | | | | | |
| **Performance-Based Assessment Task**  Write a Reflective NarrativePrompt: When do we need a new vision of things?  Language Development: Conventions and Style: Sentence Variety: Varying Syntax  Standards: W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a | | | | | | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author |  | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening/ Research | |
| "To His Coy Mistress" by Andrew Marvell | Poetry | Development of Theme  theme style  tone imagery | Pre-reading Skill: Context Clues  ----------------------------------  Concept Vocabulary  Words describe levels of energy  sport languish | Multiple-Meaning Words | Expressing Theme With Verb Mood  mood indicative  imperative subjunctive  conditional |  |  | |
| Standards |  | RL.2 | L.4, L.4.a, L.4.d | L.1.a, L.1.b, L.4.c | L.1.b  L.11–12.3 |  |  | |
| "To the Virgins, to Make Much of Time" by Robert Herrick  AND  "Youth's the Season Made for Joys" by John Gay | POETRY COLLECTION 2 | Development of Theme  theme style tone  Imagery  irony | Pre-reading Skill: Context Clues  ----------------------------------  Concept Vocabulary  Words related to the passage of time  succeed prime season | Latin Root: -prim- | Varying Syntax: Balanced Sentences  Parallel Structure  Antithesis | Critical Essay:  Style  Tone  Imagery |  | |
| Standards |  | RL.2, RL.5 | L.4, L.4.a | L.4.b, L.4.c | L.1, L.3, L.3.a | W.1, W.9.a,  RL.2, W.4 |  | |
| from the Divine Comedy: Inferno by Dante Alighieri  AND  "The Second Coming"  By W. B. Yeats | POETRY COLLECTION 3 | Author’s Choices: Symbolism | Pre-reading Skill: Context Clues  ----------------------------------  Concept Vocabulary  Words that describe formation  jutted converged entwining | Latin Prefix: con- | Rhetorical Devices:  Periphrasis  Allusion |  | Research: Presentation With Graphics  illustrated map  annotated timeline  diagram of a vision | |
| Standards |  | RL.1, RL.4 | L.4, L.4.a, L.4.c | L.4.b | RL.3, RL.4, L.5.a |  | W.12.2, W.12.5,W.6, W.12.7, SL.12.1, SL.5 | |
| "Araby" by James Joyce | SHORT STORY | Narrative Structure  first-person narration epiphany inferences | Pre-reading Skill: Context Clues  ----------------------------------  Concept Vocabulary  Words related to enduring unpleasant situations  tedious chafed intolerable | Word Families | Varying Sentences: Loose Sentences | Comparison-and-Contrast Essay |  | |
| Standards | RL.11–12.10 | RL.5 | L.4.a, L.4.d | L.4, L.4.b | RL.3, RL.12.5, L.1, L.3, L.3.a | RL.9, W.9, W.2, W.9.a |  | |
| "The Explosion" by Philip Larkin  AND  "Old Love" by Francesca Beard | POETRY COLLECTION 4 | Impact of Word Choice  imagery  sound devices alliteration consonance assonance | Pre-reading Skill: Base Words  ----------------------------------  Concept Vocabulary  Words are about vision or ways of seeing things  dimmed prismatic wavered | Multiple-Meaning Words | Meter and Free Verse  meter foot iamb trochee free verse |  | Response to Literature  panel discussion poetry reading multimedia presentation | |
| Standards |  | RL.4 | L.4 | L.4, L.5, | RL.5 |  | SL.1, SL.1.a, SL.1.c, SL.5 | |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Present a Reflective Narrative  Prompt: \_\_\_\_\_\_\_\_\_'s world changed forever when . . ..  Standards: SL.12.1, SL.12.4 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Writing to Sources: Reflective Narrative Writing Prompt: When can the way we look at things lead to growth—and when can it hold us back?  Speaking and Listening Outcome: Dramatic Reading  Standards: W.12.3.a-e, W.12.10, SL.12.1, SL.12.4 | | | | | | | |

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| Grade 12, Unit 5 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions and Style | Writing to Sources | Speaking and Listening / Research | |
| "Lines Composed a Few Miles Above Tintern Abbey"  AND  from The Prelude by William Wordsworth | ANCHOR TEXT: POETRY COLLECTION 1 | Literary Movement: Romanticism  Romanticism Romantic Philosophy  Emphasis on the Self  Emphasis on Freedom  Romantic Aesthetic  Ordinary Diction  Sensory Language | Concept Vocabulary  Words related to positive spiritual or emotional states  tranquil sublime serene harmony bliss desire | Denotation and Nuance | Wordsworth’s Poetic Structure Lyric poetry  Variable Stanza Lengths  Simple Language  Blank Verse  Fluid Line Breaks  enjambment |  |  | |
| Standards |  | RL.2, RL.4 | L.5 | L.4.c L.5.b | RL.5 |  |  | |
| "Ode to a Nightingale" by John Keats  AND  "Ode to the West Wind" by Percy Bysshe Shelley | ANCHOR TEXT: POETRY COLLECTION 2 | Literary Movement: Romanticism  themes ode | Concept Vocabulary  Words related to death and decay  hemlock requiem corpse decaying dirge sepulcher | Latin Root:  -corp- | Use of Symbolism  Symbol  Theme | Writing to Compare: Informative Essay |  | |
| Standards |  | RL.2, RL.5 | L.5 | L.4.c | RL.4 L.5 | RL.2, W.2, W.9.a W.12.5 |  | |
| from Frankenstein by Mary Wollstonecraft Shelley | ANCHOR TEXT: NOVEL EXCERPT | Literary Movement: Gothic Literature  Novel | Concept Vocabulary  Words related to negative perceptions and reactions  hideous odious despair dread consternation malicious | Latin Root: -mal- | Commas in Elliptical Sentences — elliptical sentence | Personal Narrative | Research Presentation | |
| Standards |  | RL.5, L.5, RL.8, RL.9 | L.4.d, L.5 | L.4.b | L.1, L.2 | W.3, W.3.a, W.3.b | SL.2, SL.5, SL.1 | |
| Performance Task: Writing Focus | | | | | | | | | |
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| Write a Personal Narrative  Prompt: How does the world around us contribute to our sense of self?  Language Development: Conventions and Style: Spell Correctly  Standards: W.12.3.a-e, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2, L.12.2.b | | | | | | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening / Research | |
| from Mrs. Dalloway  by Virginia Woolf | NOVEL EXCERPT | Author’s Choices: Modernist Structures modernism stream-of-consciousness narration nonlinear narratives  Psychologies | Pre-reading Skill: Familiar Word Parts    Concept Vocabulary  Words all evoke a dreary mood  solemnity leaden dejected | Anglo-Saxon Suffix: -en | Using Dashes for Effect |  | Oral Presentation panel discussion debate response to literature | |
| Standards |  | RL.3, RL.5 | L.4, L.4.b | L.4.b | L.2, L.3 |  | SL.1, SL.1.a,  SL.1.b | |
| "Apostrophe to the Ocean" by George Gordon, Lord Byron  AND  "The World Is Too Much With Us" by  William Wordsworth  AND  "London, 1802" by William Wordsworth | POETRY COLLECTION 3 | Figurative Language figurative language simile metaphor personification oxymoron apostrophe | Pre-reading Skill: Context Clues     Concept Vocabulary  Words that describe things as being unpleasant  torrid sordid stagnant | Cognates | Archaic Diction |  | Historical Investigative Research Report report that compares report that explains report that analyzes | |
| Standards |  | RL.4 , L.12.5 | L.4 | L.4.c, L.5 | L.1, L.1.a |  | W.7, W.8 | |
| "The Madeleine"  from Remembrance of Things Past by Marcel Proust | NOVEL EXCERPT | Impact of Word Choice on Themes  sensory language | Pre-reading Skill: Context Clues     Concept Vocabulary  Words all describe intangible attributes of things  innocuous illusory impalpable | Latin Prefix: in- | Rhetorical Devices  rhetorical device anaphora | Narrative  narrative retelling fictional diary entry extension |  | |
| Standards |  | RL.4, L.5 | L.4 | L.4.b, L.4.d | RL.5 | W.3 |  | |
| "The Most Forgetful Man in the World"  from Moonwalking With Einstein by Joshua Foer | SCIENCE JOURNALISM | Science Journalism science journalism purposes | Pre-reading Skill: Context Clues  Technical Vocabulary  Words are all related to psychology and the study of the mind  amnesia cognitive pathological | Greek Prefix: a- | Technical Writing and Audience  technical writing definition  simile metaphor |  |  | |
| Standards |  | RI.4, RI.6 | L.4, L.4.a | L.4.b | L.3 |  |  | |
| "When Memories Never Fade, the Past Can Poison the Present"  from All Things Considered by Alix Spiegel | MEDIA: RADIO BROADCAST |  | Media Vocabulary  Words to use while discussing radio broadcasts  host correspondent interviewee |  |  | Writing to Compare: Evaluative Essay |  | |
| Standards |  |  | L.6 |  |  | RI.7, W.1.a, W.1, W.9.b, W.12.5 |  | |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Present a Narrative  Prompt: What does it mean to find or lose oneself?  Standards: SL.12.1, SL.12.4 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Writing to Sources: What types of experiences allow us to discover who we really are?  Speaking and Listening: Elevator Introduction  **Standards**: W.12.3.a-e; SL.12.4, SL.12.2.5 | | | | | | | |

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| Grade 12, Unit 6 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions and Style | Writing to Sources | Speaking and Listening / Research | |
| "Back to My Own Country: An Essay" by Andrea Levy | Essay | Author's Point of View and Purpose essay point of view author's purpose | Concept Vocabulary  Words related to encounters between cultures  assimilate entitlement upbringing myriad indigenous hybrid | Etymology and Usage | Voice and Development of Ideas rhetorical question sentence fragment |  |  | |
| Standards |  | RI.6 | L.3  ~~L.11–12.5~~ | L.1.a, L.1.b | RI.6 |  |  | |
| "Shooting an Elephant" by George Orwell | Essay | Situational Irony  cultural conflict irony verbal irony situational irony | Concept Vocabulary  Words related to political struggles  imperialism supplant despotic conventionalized resolute pretext | Word Origins and Connotation | Formal and Informal Language formal language informal language tone | Compare-and-Contrast Essay  Voice  Tone  Diction  Sentence structure |  | |
| Standards |  | RI.1, RI.3 |  | L.12.4b | L.3, RI.6 | RI.3, RI.5, W.2, W.2.a, W.2.c, W.2.f, W.12.5, W.9.b |  | |
| Performance Task: Writing Focus | | | | | | | | | |
| Write an Informative Essay  Prompt: How did British colonialism complicate the idea of home?  Language Development: Conventions and Style, Create a Coherent Whole: use transitions  Standards: W.12.2.f; W.12.4; W.12.5; W.12.7, W.12.8, W.12.9.B, W.12.10, L.12.1, L.12.2, L.12.2.b | | | | | | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author |  | Analyze Craft and Structure | Concept Vocabulary / Technical Vocabulary / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening / Research | |
| from A History of the English Church and People by Bede | History | Elements of Historical Writing  hierarchy | Pre-reading Skill: Familiar Word Parts  -------------------------------  Concept Vocabulary  Words related to size or number  breadth abounding innumerable | Anglo-Saxon Suffix: -th | Punctuation in Series — serial, or Oxford comma | Comparing Texts |  | |
| Standards |  | RI.12.1, RI.5 | L.4.b | L.4.b, L.4.c | L.1.a, L.1.b, L.2 |  |  | |
| from "History of Jamaica" from Encyclopaedia Brittanica | MEDIA: WEBSITE |  | Media Vocabulary  Words to use while discussing online encyclopedia articles  entry cross-reference hyperlink |  |  | Comparison-and Contrast Essay |  | |
| Standards |  |  | L.6 |  |  | RI.1, RI.7, W.2, W.12.5, W.9.b |  | |
| "The Seafarer" translated by Burton Raffel  AND  "Dover Beach" by Matthew Arnold  AND   "Escape From the Old Country" by Adrienne Su | POETRY COLLECTION 1 | Development of Themes  Theme  Universal theme  Culturally specific theme  Historical context | Pre-reading Skill: Context Clues  Concept Vocabulary  Words are about the strong feelings people have when they are far from home  desolation fervent blanch | Latin Root:  -sol- | Forms of Address point of view direct address implied audience |  | Podcast  informative presentation descriptive analysis roundtable discussion | |
| Standards |  | RL.2 | L.4, L.4.a | L.4.d | RL.3, L.3 |  | SL.12.1, SL.4 | |
| "The Widow at Windsor" by Rudyard Kipling  AND  "From Lucy: Englan' Lady" by James Berry | POETRY COLLECTION 2 | Author’s Choices: Structure  dramatic monologues | Pre-reading Skill: Context Clues  Concept Vocabulary  Words related to soldiers who served in the military  cavalry stores rank | Multiple-Meaning Words | Dialect | Formal Analysis  overview explanation compare-and-contrast analysis |  | |
| Standards |  | RL.5 | L.4, | L.4, L.5 | RL.4, L.3 | W.2, W.2.e |  | |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Present a Panel Discussion Prompt: What makes a place important enough to write about?  Standards: SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Writing to Sources: Informative Essay  Prompt: In what ways is home both a place and a state of mind?  Speaking and Listening: Media Presentation  Standards: W.12.2.a-f, W.12.10, SL.12.1, SL.12.1.a, SL.12.4, SL.12.5, SL.12.6 | | | | | | | |