

12 <sup>th</sup> Grade - Unit 1				
Who am I and where am I going? – first 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	4 – Determine meanings of words and phrases 5 – Analyze structure 6 – Analyze point of view	3-Narrative W10 – Range of writing	1 – Prepare and participate	3 – Language functions in context 5 – Figurative language, word relationships, and nuances
<b>Topical Essential Questions</b>	How does a writer use narrative techniques to convey one’s personal identity?		How do readers interpret craft and structure in order to determine audience and purpose?	How can a person learn from and contribute to an academic conversation?
<b>Enduring Understandings</b>	Personal statements, memoirs, anecdotes, and belief statements connect the reader to the writer by providing personality, vision, and voice.		Writers intentionally use literary techniques and structures to convey their theme to an intended audience.	Effective communication requires knowledge, clarification and support of ideas and questioning in a group setting.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Diagnostic Assessment Read, Annotate, and Mark Narrative Text Routine Writing: blending modes Collaborative Analysis Peer Conferencing Short memoirs Anecdotes Belief Statements		Personal Statement Telling a great story (Formal Personal Narrative)  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can analyze and emulate published author’s styles.                  I can develop texts to incorporate a thematic concept.                  I can use a variety of strategies to revise and refine writing.                  I can edit drafts to present technically sound text.                  I can analyze both print and non-print texts from theoretical perspectives.                  I can analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.                  I can craft reflective essays.                  I can incorporate a variety of modes in a piece of writing.</p>	
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <p>Cite                  Context                  Critical                  Articulated                  Dialogue                  Communicate                  audience</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Reader Response Criticism                  Manipulate Style                  Literary Components                  Personal Narrative / Statement                  Elements of Style                  Symbol                  Imagery                  Sensory Detail                  Sarcasm                  Text-Based Evidence</p>
<p><b>Recommended Text Selections</b></p>		

12 <sup>th</sup> Grade - Unit 2				
How does perception impact everything? – second 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	8 – delineate/evaluate argument 9 – analyze source material	7-Research 8-Gather information from multiple sources 9 – Draw evidence to support	4 – Present information	1, 2-Conventions
Topical Essential Questions	How does investigating authors’ credibility and purpose assist in the evaluation of the usefulness of a source?	How do writers evaluate and answer their “burning questions”, opinions and beliefs?	How do writers effectively create and support their claim using multiple sources?	How does a speaker present his/her findings in a compelling and effective way?
Enduring Understandings	Understanding what is stated, what is implied and what is excluded helps readers recognize bias and decide whether a source of information is credible and/or useful.	Understanding what a credible source is and how to use it as support validates a writers reasoning and point.	Writers create purposeful claims that are focused and detailed and support these claims with relevant reasoning and pieces of evidence.	Speakers organize their information and evidence to convey their perspective, using style and substance appropriate to their audience and purpose.
Assessments	Formative		Summative	
	Read, Annotate and Mark Conferencing Proposal Outline		Annotated Bibliography Research paper Aural Defense of Paper  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can apply close reading strategies to my research.                      I can use appropriate grammar, conventions and organization in my research.                      I can use guiding questions associated with my essential question.                      I can incorporate critical perspectives into argumentative writing.                      I can provide relevant supporting details.                      I can organize ideas for smooth transitions.                      I can use organization to enhance arguments' persuasiveness.                      I can integrate and evaluate multiple sources of information both print and non-print.                      I can synthesize sources into a annotated bibliography, research paper and presentation.                      I can create annotated bibliographies evaluating sources' critical perspectives.</p>	
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <p>Truth                      Bias                      Format                      Enhance                      Reach                      Potential                      Relevance                      purpose</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Ethos                      Logos                      Pathos                      Proposal                      Steps for effective research                      question                      Effective sources                      MLA                      APA</p> <p>Research strategies                      Technical genres                      Claim                      Sub-claims                      Evidence                      Elaboration                      Warrants                      Counterargument                      Rebuttal</p>
<p><b>Recommended Text</b></p>		

12 <sup>th</sup> Grade - Unit 3				
What impact do multiple perspectives have? – third 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	R2 – determine central ideas/themes/summarize R3 – analyze characters/events	9- draw evidence to support	1-Prepare and participate	3 – language functions in contexts 5 – figurative language, word relationships, and nuances
Topical Essential Questions	How do readers analyze author’s use of diction, syntax, and other literary techniques in order to create an interpretation of the text and infer an author’s purpose?	How can looking at literature through different lenses enhance a reader’s understanding of the text?	How do speakers prepare and participate in discussion to glean new interpretations of a text?	How do writers produce a thorough and appropriate analysis of a work of literature?
Enduring Understandings	Readers’ close-read to infer and determine author’s purpose and style using knowledge of literary techniques.	Readers understand and apply the different lenses to explore and interpret the text beyond the surface level understanding.	Speakers read and annotate text prior to collaborative group discussions. Group discussions, with specific roles, encourage deeper analysis and understanding of the text.	Writers read other literary criticisms to analyze skills and techniques required to produce a written analysis. Look beyond the surface level of a text to make a claim and develop that claim with reasoning and evidence.

<b>Assessments</b>	<b>Formative</b>	<b>Summative</b>	
	Read, Annotate, and Mark Text Collaborative Analysis Routine Writing: Textual Evidence	Literary Analysis/Criticism Academic Discussion  <i>*Additional Summative Assessments developed by the grade level per building</i>	
<b>Learning Targets</b>	<p>I can summarize texts to provide necessary background knowledge for audiences who have not read texts.</p> <p>I can analyze texts through critical perspectives.</p> <p>I can present multiple critical perspectives in one visual product.</p> <p>I can apply critical lens to meanings and significance of real-world events.</p> <p>I can evaluate text passages to use as evidence.</p> <p>I can synthesize sources in support of an argument.</p> <p>I can use peer feedback to enhance written products.</p> <p>I can use guiding questions associated with a variety of literary criticisms.</p> <p>I can collaborate to create a critical review.</p> <p>I can reflect on group process of creating, presenting, and making meaning from texts.</p>		
<b>Essential Vocabulary</b>	<b>Tier 2</b>	<b>Tier 3</b>	
	Structure Limitation Effect Evidence Focus Appropriate Limited	Focusing lens Flashback Style Literary movement Archetypal criticism Cultural criticism Feminist criticism Debate	Critique Stylistic effect Tone Perspective Psychological criticism Historical criticism Marxist criticism Montage Motif Imagery
<b>Recommended Text</b>			

12 <sup>th</sup> Grade - Unit 4				
What can be gained from examination and reflection? – fourth 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2-Themes in a text 5-Author’s choice, structure	4 - Produce clear and consistent writing	3-Evaluate speaker 4-Present information 5-Use digital media 6-Adapt speech	5-Figurative language, word relationships, nuances
Topical Essential Questions	Why is utilizing and incorporating a balance of digital media important?	How do writers communicate who they are and how their identities have been molded?	How have universal themes developed over time through literature and media?	
Enduring Understandings	The use of textual, graphical, audio, visual, and interactive digital media enhances the speaker’s message and engages the target audience.	Writers use their experiences as evidence and a variety of literary devices to communicate their identity.	Readers examine universal themes in literature and media to determine patterns and relevancy that integrate past and present.	
Assessments	Formative		Summative	
	Read, Annotate, and Mark Different interpretations of Literature (Shakespeare and American Dramatist) Collaborative Analysis Routine Writing		Last Lecture Reflection End-of-the-Year District Assessment  <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can understand and apply critical theories’ key themes and components. I can use stages of the writing process. I can develop clearly defined theses. I can plan and execute writing under time constraints.			

	<p>I can manipulate conventions of media for rhetorical effects.                  I can juxtapose and sequence visual text elements to enhance meaning.                  I can apply critical lens to meanings and significance of real-world events.</p>			
<b>Essential Vocabulary</b>	<b>Tier 2</b>		<b>Tier 3</b>	
	Engage Context Discuss Enhance Manipulate Execute Writing Process Audience	Media Channels Media format Slander Aesthetics Tone Thesis Critical lens Message Feedback	Diverse purposes Academic Criticism Imagery Subtext Visual Angles Rhetorical effects Theory Sender Receiver	
<b>Recommended Text</b>				