

my Perspectives™

BRITISH AND WORLD LITERATURE



Each unit focuses on an engaging topic related to the Essential Question.

1 Forging a Hero

Warriors and Leaders

UNIT INTRODUCTION

UNIT ACTIVITY AND VIDEO 2
 LAUNCH TEXT: ARGUMENT MODEL
 A World of Heroes 6

WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 750–1066
 Ancient Warriors 12

COMPARE

ANCHOR TEXT: EPIC POETRY

from Beowulf
translated by Burton Raffel 19

MEDIA: GRAPHIC NOVEL

from Beowulf
 Gareth Hinds 51

PERFORMANCE TASK

WRITING FOCUS
 Write an Argument 62

SMALL-GROUP LEARNING

COMPARE

POETRY COLLECTION 1

To Lucasta, on Going to the Wars
Richard Lovelace 76
 The Charge of the Light Brigade
Alfred, Lord Tennyson 78

POETRY COLLECTION 2

The Song of the Mud
Mary Borden 86
 Dulce et Decorum Est
Wilfred Owen 88

MEDIA: INTERACTIVE WEBSITE

How Did Harry Patch Become
 an Unlikely WWI Hero?
 BBC iWonder 97

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS
 Present an Argument 100

An Essential Question frames all unit activities and discussions.

ESSENTIAL QUESTION: What makes a hero?

INDEPENDENT LEARNING

ESSAY

Accidental Hero
Zadie Smith

SCIENCE ARTICLE

The New Psychology of Leadership
*Stephen D. Reicher,
Michael J. Platow, and
S. Alexander Haslam*

SPEECH

Speech Before Her Troops
Queen Elizabeth I

POETRY

The Battle of Maldon
translated by Burton Raffel

SPEECH

Defending Nonviolent Resistance
Mohandas K. Gandhi

SPEECH

Pericles' Funeral Oration
Thucydides, translated by Rex Warner

These selections can be accessed via the Interactive Student Edition.

PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Argument. 107

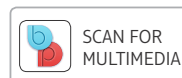
PERFORMANCE-BASED ASSESSMENT

Argument:
Essay and Speech. 108

UNIT REFLECTION

Reflect on the Unit. 111

DIGITAL PERSPECTIVES



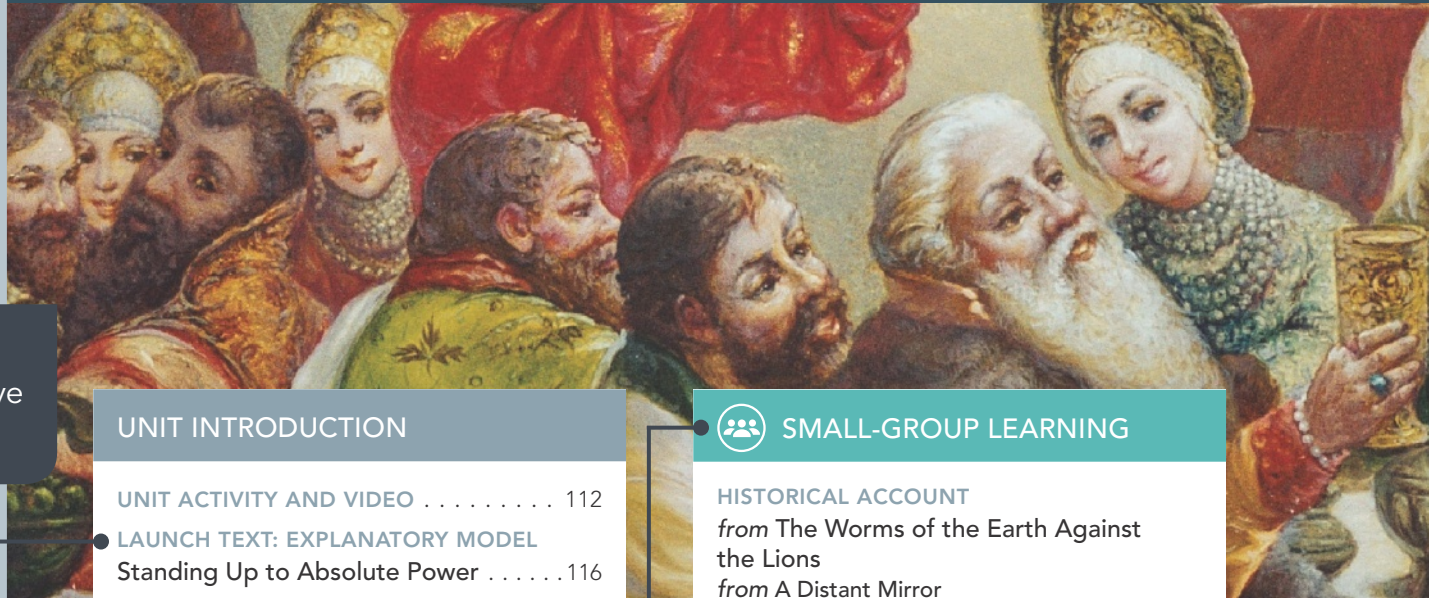
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- Unit Introduction Videos
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- Modeling Videos
- Selection Audio Recordings

Additional digital resources can be found in:

- Interactive Student Edition
- *myPerspectives+*

All unit activities are backwards-designed to the Performance-Based Assessment.



The Launch Text introduces a perspective on the unit topic.

Teachers lead the shared reading experience, providing modeling and support, as students begin exploring perspectives on the unit topic.

Students encounter diverse perspectives on the unit topic, working in collaborative teams.

UNIT INTRODUCTION

UNIT ACTIVITY AND VIDEO 112

LAUNCH TEXT: EXPLANATORY MODEL
Standing Up to Absolute Power 116

WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 1066–1485

England: *The Beginnings* 122

COMPARE

ANCHOR TEXT: POETRY

The Prologue
from *The Canterbury Tales*
Geoffrey Chaucer,
translated by Nevill Coghill. 129

MEDIA: VIDEO

The Prologue From *The Canterbury Tales: The Remix*
Patience Agbabi. 161

PERFORMANCE TASK

WRITING FOCUS

Write an Explanatory Essay. 166

SMALL-GROUP LEARNING

HISTORICAL ACCOUNT

from *The Worms of the Earth Against the Lions*
from *A Distant Mirror*
Barbara W. Tuchman 179

ESSAY

Shakespeare’s Sister
Virginia Woolf 191

ESSAY | POETRY

On Seeing England for the First Time
Jamaica Kincaid 200

XXIII from *Midsummer*
Derek Walcott 209

PUBLIC DOCUMENT

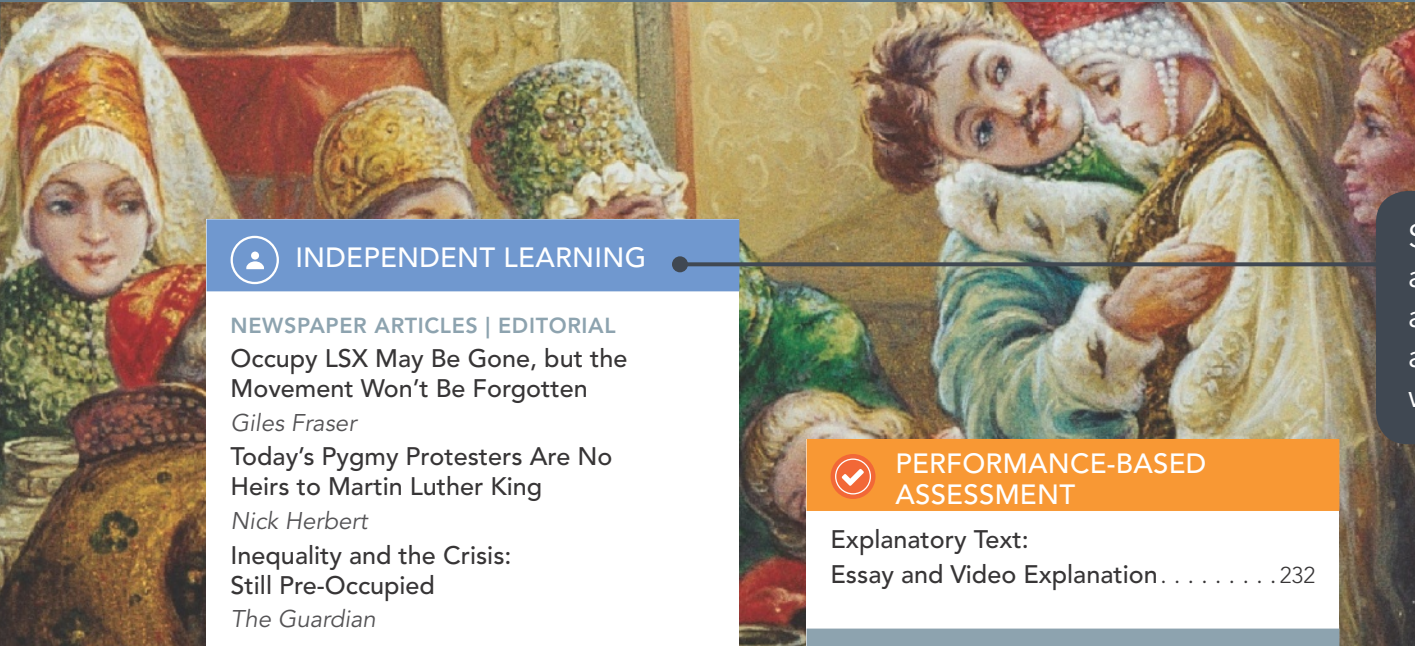
Passenger Manifest for the
MV Empire Windrush 217

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

Present a Scene 224

ESSENTIAL QUESTION: How do people come to have different views of society?



INDEPENDENT LEARNING

NEWSPAPER ARTICLES | EDITORIAL

Occupy LSX May Be Gone, but the Movement Won't Be Forgotten

Giles Fraser

Today's Pygmy Protesters Are No Heirs to Martin Luther King

Nick Herbert

Inequality and the Crisis: Still Pre-Occupied

The Guardian

ARGUMENT

What We Mean When We Say *the People*

Edmund Burke

MOCK EPIC

from *The Rape of the Lock*

Alexander Pope

NOVEL EXCERPT

from *Candide*

Voltaire

INTERVIEW | POETRY COLLECTION

An Interview With Benjamin

Zephaniah *Eric Doumerc*

Poetry of Benjamin

Zephaniah *Benjamin Zephaniah*

These selections can be accessed via the Interactive Student Edition.

PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Explanatory Essay231

PERFORMANCE-BASED ASSESSMENT

Explanatory Text:
Essay and Video Explanation232

UNIT REFLECTION

Reflect on the Unit235

DIGITAL PERSPECTIVES



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- Modeling Videos
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Additional digital resources can be found in:

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Students self-select a text to explore an aspect of the unit topic and share their learning with the class.

UNIT **3** Facing the Future, Confronting the Past
Shakespeare Extended Study



The Launch Text models the mode of writing that will be at the core of the Performance-Based Assessment.

Performance Tasks build toward and prepare students for the Unit Performance-Based Assessment.

UNIT INTRODUCTION

UNIT ACTIVITY AND VIDEO 236

● LAUNCH TEXT: ARGUMENT MODEL
Better Never to Have Met at All 240

WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 1485–1625
Renaissance and Reformation:
A Changing England 246
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COMPARE

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The Tragedy of Macbeth
William Shakespeare
Act I 260
▶ MEDIA CONNECTION: *Macbeth's Early Motivation*
Act II 281
Act III 297
Act IV 315
Act V 335

▶ MEDIA CONNECTION: *The Darkness in Macbeth's Human Characters*

MEDIA: AUDIO PERFORMANCES

The Tragedy of Macbeth, Act V, Scene i
L.A. Theatre Works
The Tragedy of Macbeth, Act V, Scene i
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Write an Argument 360

SMALL-GROUP LEARNING

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Sonnet 60
Sonnet 73
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from Pamphilia to Amphilanthus
Mary Wroth 376
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LITERARY CRITICISM

from The Naked Babe and the Cloak of Manliness
from The Well Wrought Urn
Cleanth Brooks 386
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from Shakespeare's Language
Frank Kermode 390

✔ PERFORMANCE TASK
SPEAKING AND LISTENING FOCUS
Present an Argument 400

ESSENTIAL QUESTION: How do our attitudes toward the past and future shape our actions?



 INDEPENDENT LEARNING

DRAMA

from Oedipus Rex

Sophocles, translated by David Grene

POETRY COLLECTION 2

Ozymandias

Percy Bysshe Shelley

Why Brownlee Left

Paul Muldoon

Man's Short Life and Foolish Ambition

Margaret Cavendish, Duchess of Newcastle

MEDIA: GRAPHIC NOVEL

from Macbeth: The Graphic Novel

William Shakespeare, illustrated by John

Haward; script adapted by John McDonald

SHORT STORY

The Lagoon

Joseph Conrad

SCIENCE ARTICLES

What's Your Time Perspective?

Jane Collingwood

Does Time Pass?

Peter Dizikes

These selections can be accessed via the Interactive Student Edition.

 **PERFORMANCE-BASED ASSESSMENT PREP**

Review Evidence for an

Argument.407

 **PERFORMANCE-BASED ASSESSMENT**

Argument:

Response to Literature and

TV Commentary408

UNIT REFLECTION

Reflect on the Unit411

DIGITAL PERSPECTIVES



SCAN FOR MULTIMEDIA

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- Modeling Videos
- Selection Audio Recordings

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Students pull together their notes, evidence, completed activities, and Performance Tasks to prepare for the Performance-Based Assessment.



UNIT INTRODUCTION

UNIT ACTIVITY AND VIDEO 412

LAUNCH TEXT:
REFLECTIVE NARRATIVE MODEL

The Assignment of My Life
Ruth Gruber 416

WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 1625–1798
A Turbulent Time 422

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A Valediction: Forbidding Mourning
John Donne 428
Holy Sonnet 10
John Donne 430

ANCHOR TEXT: NOVEL EXCERPT

from *Gulliver's Travels*
Jonathan Swift 441

MEDIA: FILM | COVER ART

from *Gulliver's Travels Among the Lilliputians and the Giants*
Georges Méliès 453
Gulliver's Travels Cover Art 454

PERFORMANCE TASK

WRITING FOCUS
Write a Reflective Narrative 460

SMALL-GROUP LEARNING

POETRY

To His Coy Mistress
Andrew Marvell 473

POETRY COLLECTION 2

To the Virgins, to Make Much of Time
Robert Herrick 482
Youth's the Season Made for Joys
John Gay 483

POETRY COLLECTION 3

from the *Divine Comedy: Inferno*
Dante Alighieri,
translated by *John Ciardi* 492
The Second Coming
W. B. Yeats 498

SHORT STORY

Araby
James Joyce 505

POETRY COLLECTION 4

The Explosion
Philip Larkin 518
MEDIA CONNECTION: The Explosion
Old Love
Francesca Beard 520

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS
Present a Reflective Narrative 526

Comparing a text and media version of classic literature deepens the learning experience and develops critical skills.

A rich array of media selections engage students in multi-modal learning.



 INDEPENDENT LEARNING

ALLEGORY

from Pilgrim's Progress
John Bunyan

POETRY COLLECTION 5

The Lamb
The Tyger
The Chimney Sweeper
William Blake

TRANSCRIPT

Sleep
NOVA scienceNOW,
hosted by Neil deGrasse Tyson

DIARY

from The Pillow Book
Sei Shōnagon,
translated by Ivan Morris

POETRY

Kubla Khan
Samuel Taylor Coleridge

These selections can be accessed via the Interactive Student Edition.

 **PERFORMANCE-BASED ASSESSMENT PREP**

Review Notes for a Reflective Narrative533

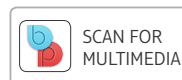
 **PERFORMANCE-BASED ASSESSMENT**

Narrative:
Reflective Narrative and
Dramatic Reading534

UNIT REFLECTION

Reflect on the Unit537

 **DIGITAL PERSPECTIVES**



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- Modeling Videos
- Selection Audio Recordings

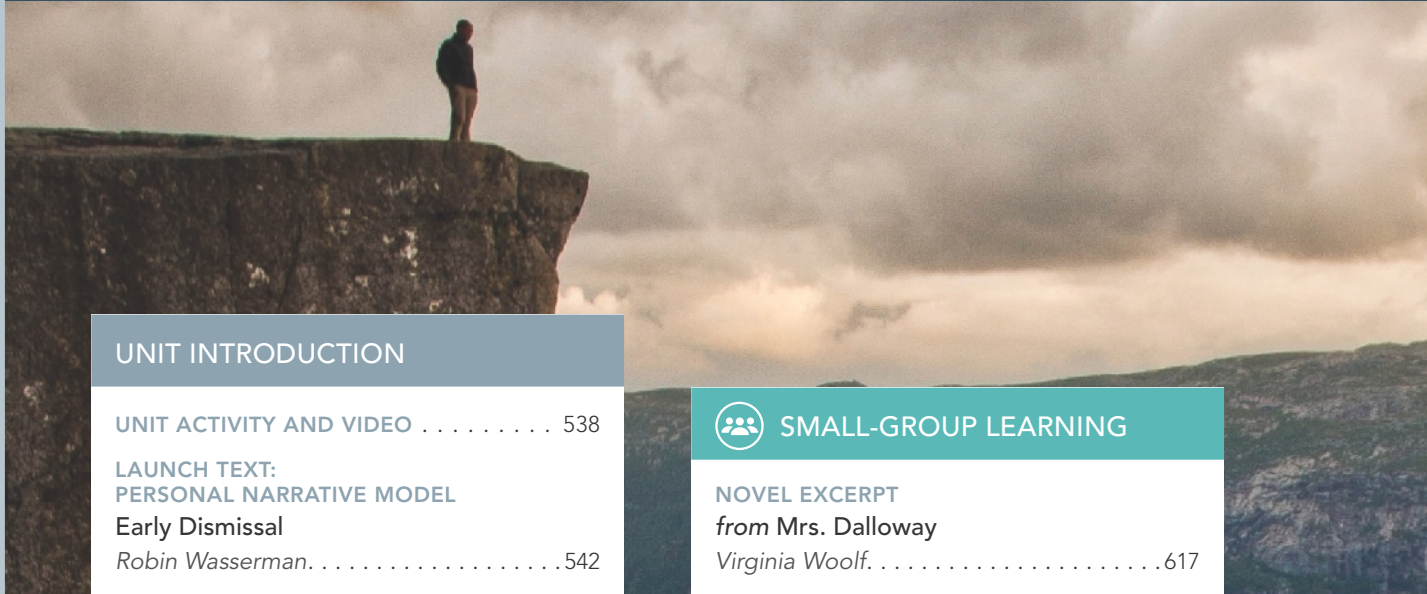
Additional digital resources can be found in:

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- *myPerspectives+*

Access multimedia resources directly from print by using your mobile or tablet device.

Digital resources, including editable worksheets, can be found in *myPerspectives+*.

UNIT **5** Discovering the Self
Individual, Nature, and Society



UNIT INTRODUCTION

UNIT ACTIVITY AND VIDEO 538

LAUNCH TEXT:
PERSONAL NARRATIVE MODEL

Early Dismissal
Robin Wasserman 542

 WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 1798–1832

An Era of Change 548

COMPARE


ANCHOR TEXT: POETRY COLLECTION 1

Lines Composed a Few Miles Above
Tintern Abbey
William Wordsworth 554

from *The Prelude*
William Wordsworth 559

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John Keats 570

 MEDIA CONNECTION: Ode to a Nightingale

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 PERFORMANCE TASK

WRITING FOCUS

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 SMALL-GROUP LEARNING

NOVEL EXCERPT

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Virginia Woolf 617

POETRY COLLECTION 3

Apostrophe to the Ocean
from *Childe Harold's Pilgrimage*
George Gordon, Lord Byron 626

The World Is Too Much With Us
William Wordsworth 628

London, 1802
William Wordsworth 629

NOVEL EXCERPT

The Madeleine
from *Remembrance of Things Past*
Marcel Proust 637


COMPARE

SCIENCE JOURNALISM

The Most Forgetful Man
in the World
from *Moonwalking With Einstein*
Joshua Foer 647

MEDIA: RADIO BROADCAST

When Memories Never Fade, the
Past Can Poison the Present
from *All Things Considered*
Alix Spiegel 659

 PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

Present a Narrative 664

 INDEPENDENT LEARNING

NEWSPAPER ARTICLES

Seeing Narcissists Everywhere
Douglas Quenqua

A Year in a Word: Selfie
Guatam Malkani

ESSAY

from Time and Free Will
Henri Bergson

NOVEL EXCERPT

from The Portrait of a Lady
Henry James

These selections can be accessed via the Interactive Student Edition.

 PERFORMANCE-BASED ASSESSMENT PREP

Review Notes for a Personal Narrative671

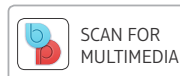
 PERFORMANCE-BASED ASSESSMENT

Narrative:
Personal Narrative and Elevator Introduction672

UNIT REFLECTION

Reflect on the Unit675

DIGITAL  PERSPECTIVES



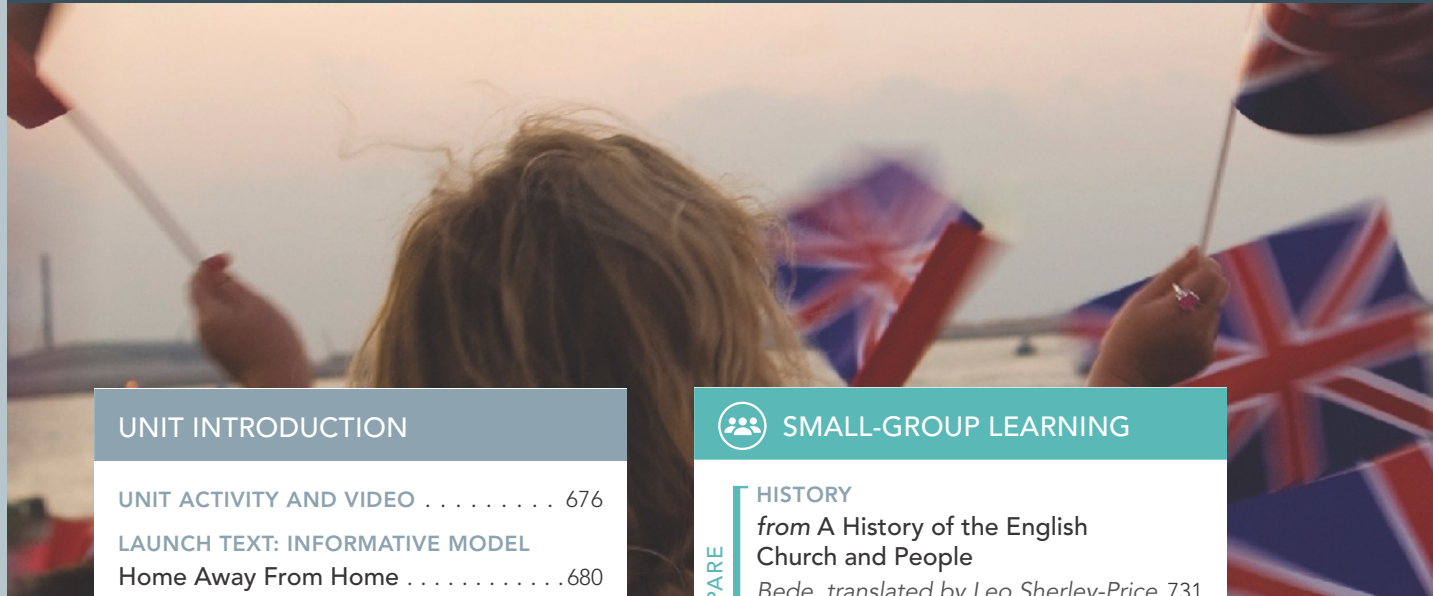
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Unit Reflection allows students to revisit learning goals and review skills and content learned.



UNIT INTRODUCTION

UNIT ACTIVITY AND VIDEO 676
 LAUNCH TEXT: INFORMATIVE MODEL
 Home Away From Home 680

WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 1901–Present
 A Changing World 686

COMPARE

ANCHOR TEXT: ESSAY
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ANCHOR TEXT: ESSAY
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SMALL-GROUP LEARNING

COMPARE

HISTORY
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 Church and People
 Bede, translated by Leo Sherley-Price 731

MEDIA: WEBSITE
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 Encyclopaedia Britannica 739

POETRY COLLECTION 1

The Seafarer
 translated by Burton Raffel 746

MEDIA CONNECTION: The Seafarer

Dover Beach
 Matthew Arnold 750

Escape From the Old Country
 Adrienne Su 752

POETRY COLLECTION 2

The Widow at Windsor
 Rudyard Kipling 760

From Lucy: Englan' Lady
 James Berry 762

PERFORMANCE TASK
 SPEAKING AND LISTENING FOCUS
 Present a Panel Discussion 768

ESSENTIAL QUESTION: What does it mean to call a place home?



 INDEPENDENT LEARNING

SPEECH | POETRY

St. Crispin's Day Speech

from Henry V, Act IV, Scene iii

William Shakespeare

Home Thoughts, From Abroad

Robert Browning

NOVEL EXCERPT

from The Buried Giant

Kazuo Ishiguro

SHORT STORY

My Old Home

Lu Hsun

ESSAY

from Writing as an Act of Hope

Isabel Allende

These selections can be accessed via the Interactive Student Edition.

 **PERFORMANCE-BASED ASSESSMENT PREP**

Review Evidence for an Informative Essay775

 **PERFORMANCE-BASED ASSESSMENT**

Informative Text:

Essay and Media Presentation776

UNIT REFLECTION

Reflect on the Unit779

DIGITAL PERSPECTIVES



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TEACHING WITH TRADE BOOKS

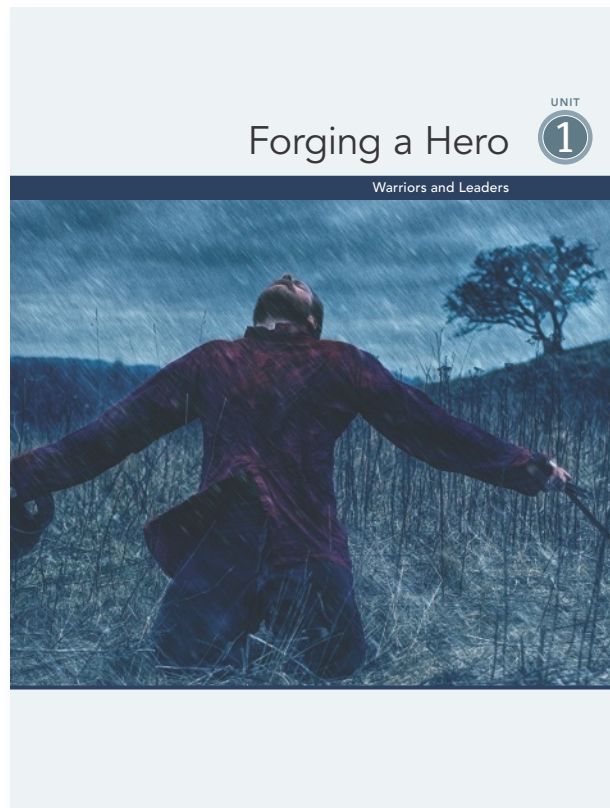
UNIT 1: Forging a Hero

Integrating Trade Books with *myPerspectives*

These titles provide students with another perspective on the topic of forging a hero, touching upon many of the ideas found within the unit selections.

Depending on your objectives for the unit, as well as your students' needs, you may choose to integrate the trade book into the unit in several ways, including:

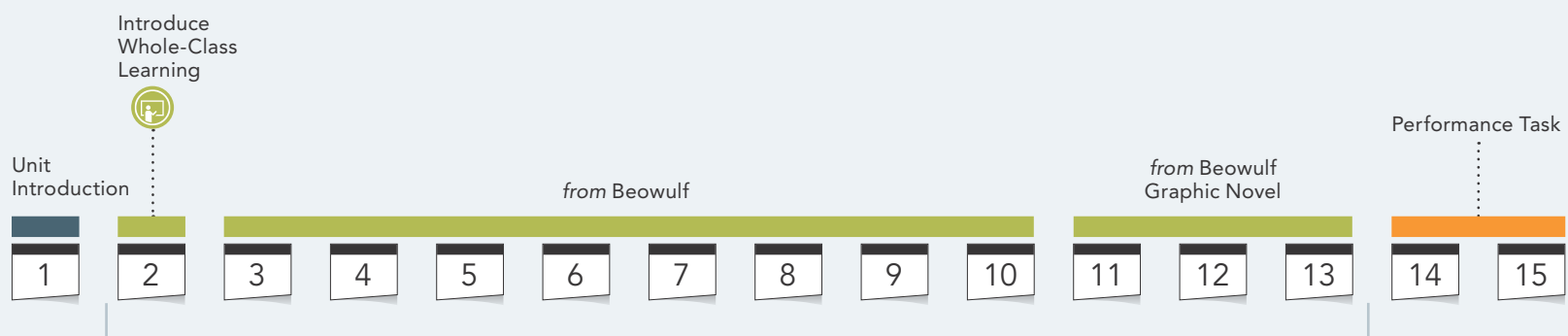
- **Supplement the unit** Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- **Substitute for unit selections** If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- **Extend Independent Learning** Extend the unit by replacing independent reading selections with one of these trade books.
- **Pacing** However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.



Trade Book Lesson Plans

Trade book lesson plans for *Don Quixote*, *Narrative of Sojourner Truth*, and *Flatland: A Romance of Many Dimensions* are available online in *myPerspectives+*.

Pacing Guide: Unit Supplement



TRADE BOOKS

Don Quixote: Part 1
Narrative of Sojourner Truth: Entries 1–15
Flatland: A Romance of Many Dimensions: Chapters 1–12

Suggested Trade Books

Don Quixote

Miguel de Cervantes

Lexile: 1410

A well-intentioned but delusional man acts out the heroic, romantic life of a knight.

Connection to Essential Question

The title character is noble and well-intentioned. But because he is completely out of touch with reality, he doesn't do anyone any good. His answer to the Essential Question: *What makes a hero?* is founded on out-of-date, unrealistic ideals.

Narrative of Sojourner Truth

Sojourner Truth

Lexile: 1310

Sojourner Truth tells how she grew up in slavery, became free, and came to famously preach against it.

Connection to Essential Question

Truth displays extraordinary courage, fighting first for her own rights and then for others. Her actions and attitude are model answers to the Essential Question: *What makes a hero?*

Flatland: A Romance of Many Dimensions

Edwin A. Abbott

Lexile: 1280

This social satire is set in a literally two-dimensional world, where the square protagonist learns of the existence of higher and lower dimensions.

Connection to Essential Question

The protagonist A Square suffers greatly for his efforts to convince members of the rigid hierarchy that there could be a third dimension, but he never gives up. Despite the fact that he lacks many human characteristics he still has qualities that let him be a heroic figure in the story. His determination provides insight into the Essential Question: *What makes a hero?*

Introduce Small-Group Learning



To Lucasta, On Going to the Wars/
The Charge of the Light Brigade

The Song of the Mud/Dulce et
Decorum Est

How Did Harry
Patch Become an
Unlikely WWI Hero?

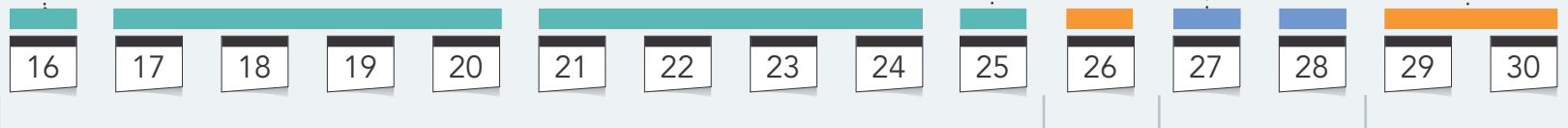
Performance Task

Introduce Independent Learning



Independent Learning

Performance-Based Assessment



TRADE BOOKS

Don Quixote: Part 2, first half
Narrative of Sojourner Truth: Entries 16–25
Flatland: A Romance of Many Dimensions:
Chapters 13–20

TRADE BOOKS

Don Quixote: Part 2, second half
Narrative of Sojourner Truth: Entries 26–29
Flatland: A Romance of Many Dimensions:
Chapters 21–22

TEACHING WITH TRADE BOOKS

UNIT 2: Reflecting on Society

Integrating Trade Books with myPerspectives

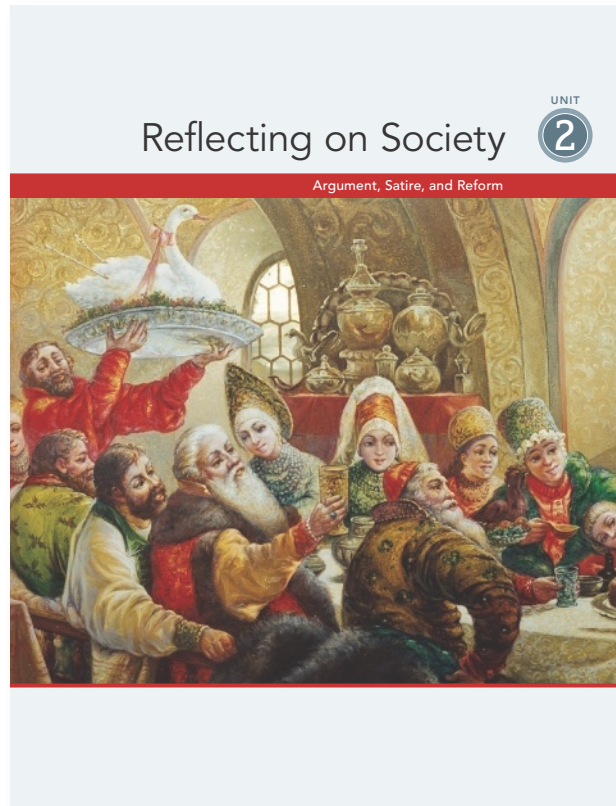
These titles provide students with another perspective on the topic of reflecting on society, touching upon many of the ideas found within the unit selections.

Depending on your objectives for the unit, as well as your students' needs, you may choose to integrate the trade book into the unit in several ways, including:

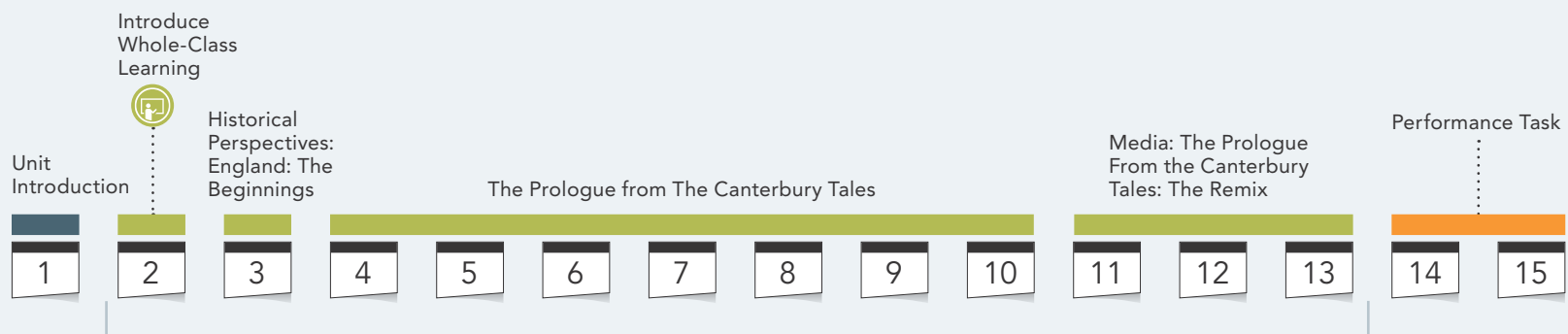
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- **Extend Independent Learning** Extend the unit by replacing independent reading selections with one of these trade books.
- **Pacing** However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.

Trade Book Lesson Plans

Trade book lesson plans for *A Connecticut Yankee in King Arthur's Court*, *The Importance of Being Earnest*, and *Pride and Prejudice* are available online in myPerspectives+.



📅 Pacing Guide: Unit Supplement



TRADE BOOKS

A Connecticut Yankee in King Arthur's Court: Chapters 1–25

The Importance of Being Earnest: Act 1

Pride and Prejudice: Chapters 1–35

Suggested Trade Books

A Connecticut Yankee in King Arthur's Court

Mark Twain

Lexile: 1080

An engineer is transported back in time to medieval England, where he attempts to reform their society with modern science and ideas.

Connection to Essential Question

Hank realizes that he cannot simply convince people that the superstitions they have known all their lives are wrong. Instead, he exploits these beliefs. However, he begins to secretly educate people in science, hoping to change society gradually from within. The story presents one answer to the Essential Question: *How do people come to have different views of society?*

The Importance of Being Earnest

Oscar Wilde

Lexile: 1390

In this comedy of manners two young gentlemen attempt to marry their loved ones and are held back by lies they've told.

Connection to Essential Question

The play's rich characters have leeway to develop ideas that would be extremely peculiar to ordinary people. Their idleness provides an answer to the Essential Question: *How do people come to have different views of society?*

Pride and Prejudice

Jane Austen

Lexile: 1100

The Bennets attempt to get their daughters married off—particularly the witty and acid-tongued Elizabeth.

Connection to Essential Question

Austen's biting, clever social commentary took English society of the time down a peg—and has resounded ever since. Not only does the text discuss the values and ideas about society of the time, it considers the Essential Question: *How do people come to have different views of society?*

Introduce Small-Group Learning



from *The Worms of the Earth Against the Lions*

Shakespeare's *Sister*

On Seeing England for the First Time

XXIII from *Midsummer*

Media: Passenger Manifest for the MV Empire Windrush

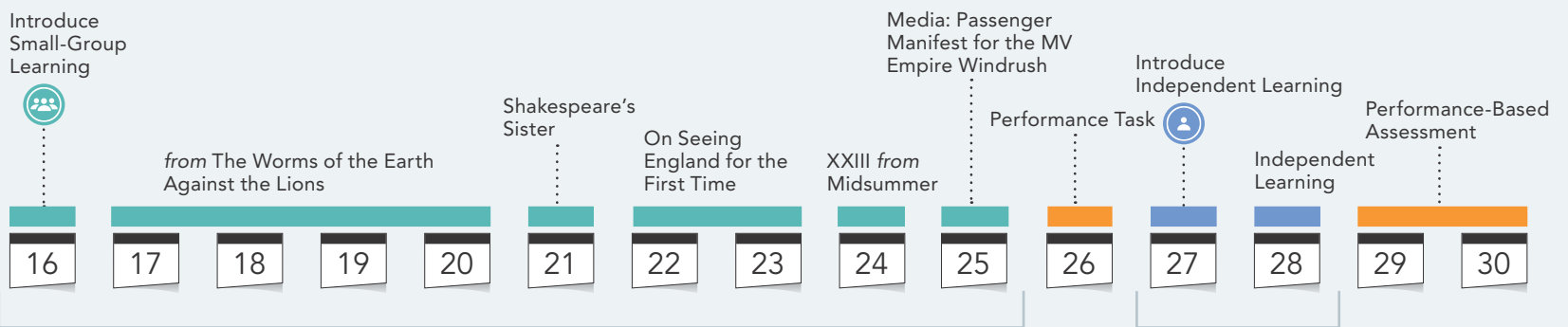
Performance Task

Introduce Independent Learning



Independent Learning

Performance-Based Assessment



TRADE BOOKS

A Connecticut Yankee in King Arthur's Court: Chapters 26–39

The Importance of Being Earnest: Act 2

Pride and Prejudice: Chapters 36–55

TRADE BOOKS

A Connecticut Yankee in King Arthur's Court: Chapters 40–44

The Importance of Being Earnest: Act 3

Pride and Prejudice: Chapters 56–61

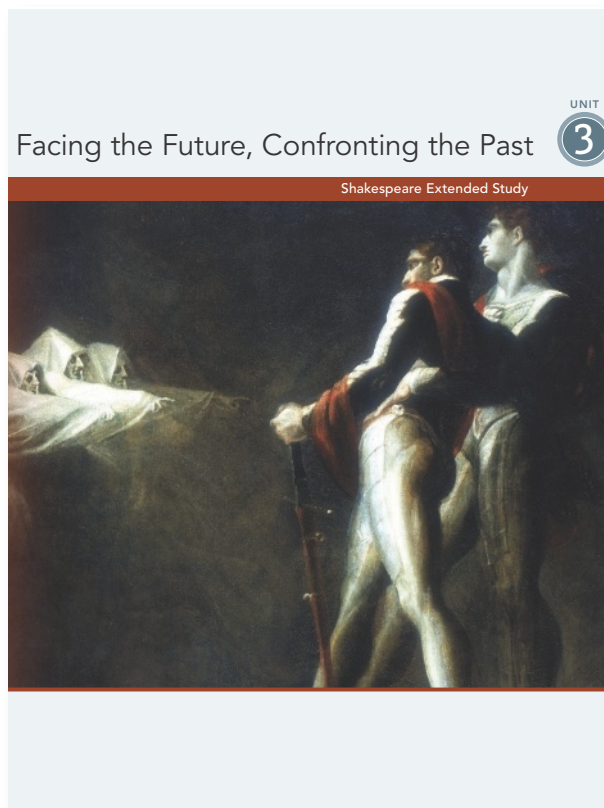
UNIT 3: Facing the Future, Confronting the Past

Integrating Trade Books with *myPerspectives*

These titles provide students with another perspective on the topics of facing the future and confronting the past, touching upon many of the ideas found within the unit selections. These titles also provide other opportunities to study the plays of Shakespeare.

Depending on your objectives for the unit, as well as your students' needs, you may choose to integrate the trade book into the unit in several ways, including:

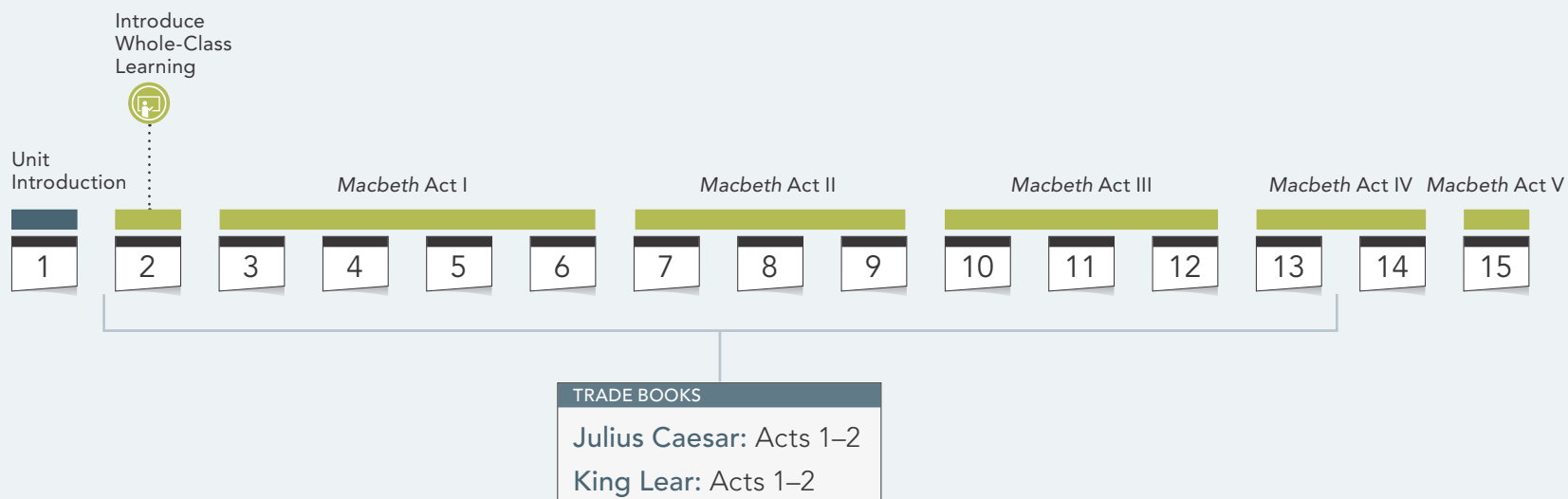
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- **Extend Independent Learning** Extend the unit by replacing independent reading selections with one of these trade books.
- **Pacing** However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.



Trade Book Lesson Plans

Trade book lesson plans for *Julius Caesar*, and *King Lear* are available online in *myPerspectives+*.

Pacing Guide: Unit Supplement



Suggested Trade Books

Julius Caesar

William Shakespeare

Lexile: 1320

Roman senators, driven both by fear of tyranny and by ambition, assassinate Julius Caesar and attempt to survive the aftermath.

Connection to Essential Question

Brutus's reverence for an ancestor who defeated the tyrant Tarquin is among the reasons he decides he must slay Caesar before it is too late. Caesar, meanwhile, ignores a prophecy of his assassination. These characters are often driven by motivations that resonate with the Essential Question: *How do our attitudes towards the past and future shape our actions?*

King Lear

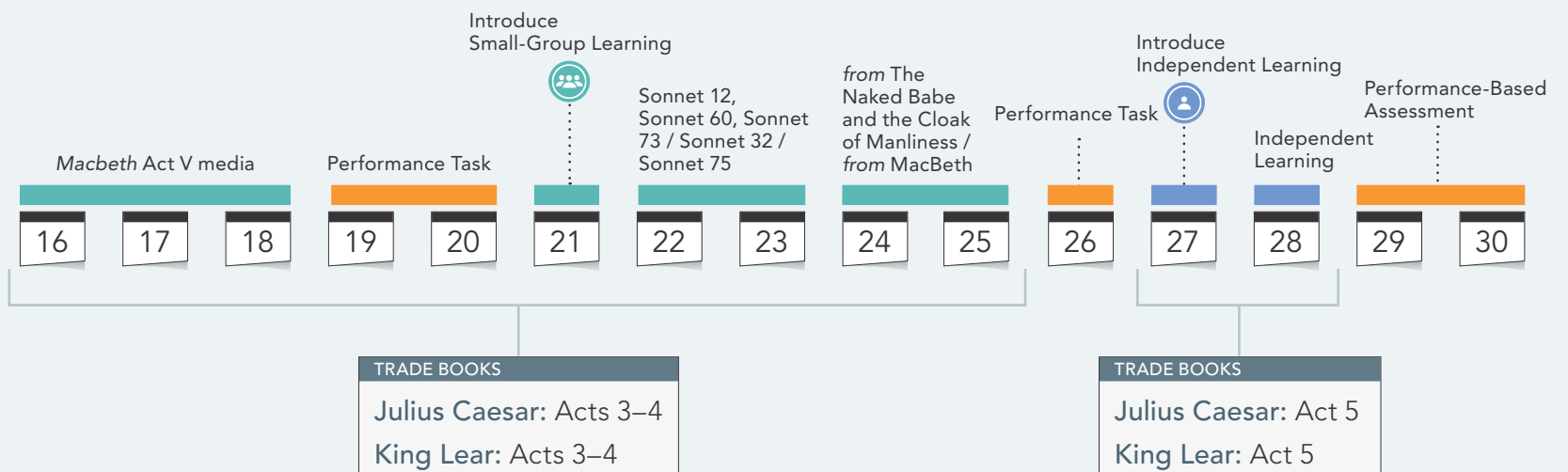
William Shakespeare

Lexile: 1330

The elderly king tries to divide his kingdom among his daughters, and misunderstands which of them truly love him; tragedy ensues.

Connection to Essential Question

Regan and Goneril care little about what someone has done in the past if he can do nothing for them in the future. Both of them cruelly turn out their own father, disconnecting their actions from the past entirely, an unusual and vicious attitude that helps highlight the importance of the Essential Question: *How do our attitudes towards the past and future shape our actions?*



UNIT 4: Seeing Things New

Integrating Trade Books with *myPerspectives*

These titles provide students with another perspective on the topic of seeing things new, touching upon many of the ideas found within the unit selections.

Depending on your objectives for the unit, as well as your students' needs, you may choose to integrate the trade book into the unit in several ways, including:

Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.

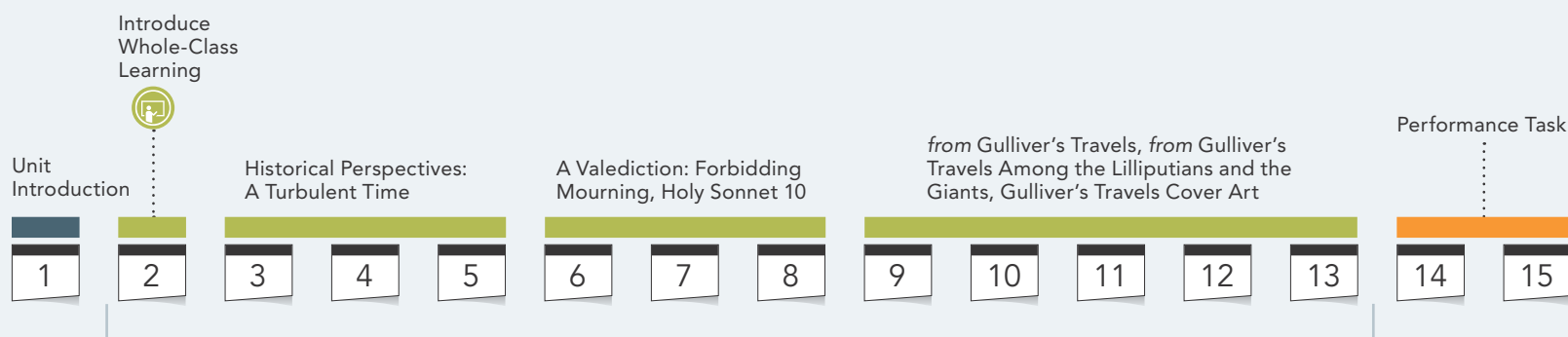
- **Supplement the unit** Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- **Substitute for unit selections** If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- **Extend Independent Learning** Extend the unit by replacing independent reading selections with one of these trade books.
- **Pacing** However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.



Trade Book Lesson Plans

Trade book lesson plans for *Crime and Punishment*, *Jude the Obscure*, and *The Alchemist* are available online in *myPerspectives+*.

Pacing Guide: Unit Supplement



TRADE BOOKS

Crime and Punishment: Parts 1–3

Jude the Obscure: Parts 1–3

The Alchemist: Sections 1–7

Suggested Trade Books

Crime and Punishment

Fyodor Dostoevsky

Lexile: 850–990

An impoverished student commits murder to prove a philosophical point, and falls into a labyrinth of moral doubt.

Connection to Essential Question

Raskolnikov is misled by his bold but harmful ideals. Under great emotional strain, flying between cynical despair and self-certainty, he eventually comes to a healthy and clear-headed worldview. The extremes of his ideas offer insight into the Essential Question: *Why are both vision and disillusion necessary?*

Jude the Obscure

Thomas Hardy

Lexile: 1060–1110

A working-class man dreams of becoming a scholar and struggles against the bonds of Victorian society.

Connection to Essential Question

Both faith and doubt prompt characters to action. The goals they pursue depend on what they believe is possible. Jude's experiences may make students question what kind of vision will help him succeed, a question closely linked to the Essential Question: *Why are both vision and disillusion necessary?*

The Alchemist

Paul Coelho

Lexile: 910

A shepherd boy goes on an adventure to seek treasure—and finds his destiny.

Connection to Essential Question

Coelho strongly advocates belief in one's destiny and pursuing a vision. On a few occasions, Santiago finds that seeming setbacks have actually brought him closer to his goal. In this case, the author seems to question the value of disillusionment, providing a useful point of comparison and argument in the Essential Question: *Why are both vision and disillusion necessary?*

Introduce
Small-Group
Learning



To His Coy
Mistress, To
the Virgins, to
Make Much of
Time; Youth's
the Season

Made for Joys

From the Divine
Comedy: Inferno,
The Second
Coming

Araby

The Explosion,
Old Love

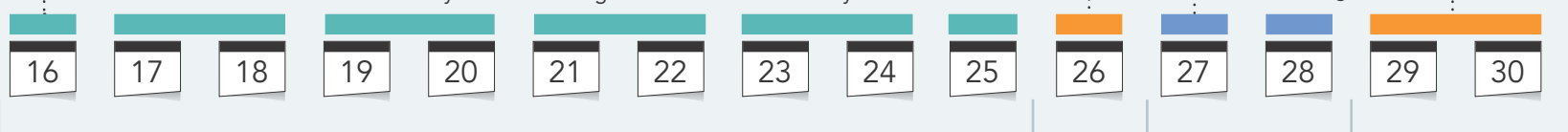
Performance
Task

Introduce
Independent Learning



Independent
Learning

Performance-Based
Assessment



TRADE BOOKS

Crime and Punishment: Parts 4–5
Jude the Obscure: Parts 4–5
The Alchemist: Sections 8–12

TRADE BOOKS

Crime and Punishment: Part 6
Jude the Obscure: Part 6
The Alchemist: Section 13

TEACHING WITH TRADE BOOKS

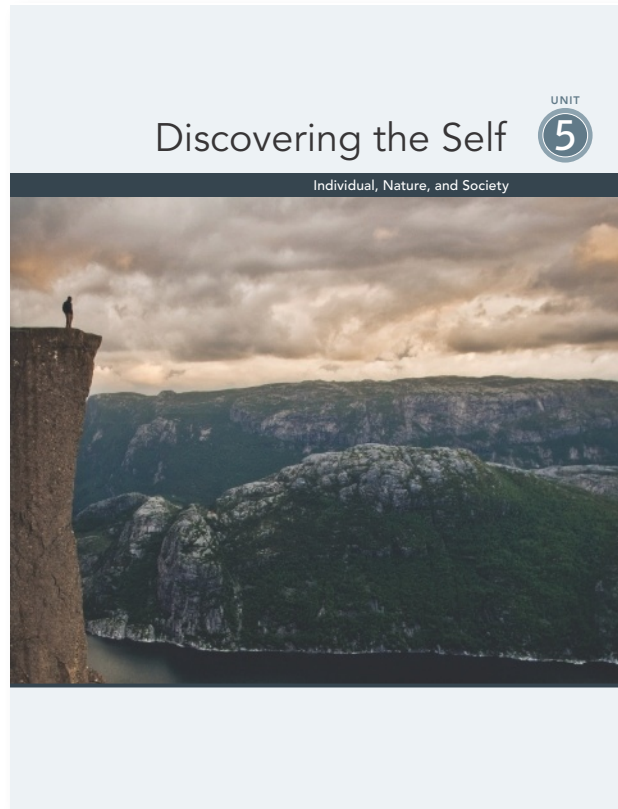
UNIT 5: Discovering the Self

Integrating Trade Books with *myPerspectives*

These titles provide students with another perspective on the topic of self-discovery, touching upon many of the ideas found within the unit selections.

Depending on your objectives for the unit, as well as your students' needs, you may choose to integrate the trade book into the unit in several ways, including:

- **Supplement the unit** Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- **Substitute for unit selections** If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- **Extend Independent Learning** Extend the unit by replacing independent reading selections with one of these trade books.
- **Pacing** However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.



Trade Book Lesson Plans

Trade book lesson plans for *Into the Wild*, *1984*, and *Brave New World* are available online in *myPerspectives+*.

Pacing Guide: Unit Supplement



TRADE BOOKS

Into the Wild: Chapters 1–10

1984: Part 1

Brave New World: Chapters 1–10

Suggested Trade Books

Into the Wild

Jon Krakauer

Lexile: 1270

Christopher McCandless went into the Alaskan wilderness on a voyage of self-discovery, and never came back.

Connection to Essential Question

There can be conflict between understanding oneself and fitting in. Among the most moving parts of the book is the moment when Krakauer discusses the parallels between himself in his youth and McCandless. Both went on deeply risky voyages to learn about themselves. Krakauer survived. McCandless didn't. This sense of danger and the possibility of total loss grants insight into the Essential Question: *What makes a self, and what does it mean to find it—or lose it?*

1984

George Orwell

Lexile: 1090

In a thoroughly totalitarian society, a man becomes discontent and tries to find a way out.

Connection to Essential Question

Curiosity and love feed Winston's rebelliousness. Terror and self-imposed ignorance return him to the state's control. This deeply pessimistic story describes one deeply uncomfortable answer to the Essential Question: *What makes a self, and what does it mean to find it—or lose it?*

Brave New World

Aldous Huxley

Lexile: 870

A few people try to break from the confines of their emotionally shallow, hedonistic society.

Connection to Essential Question

Characters define themselves largely by the ways they do not fit in. But in a society that makes deep thought and genuine human connection difficult, it is difficult to stay unique. In this book, the discovery of the self can be deeply destructive, providing an unexpected angle on the Essential Question: *What makes a self, and what does it mean to find it—or lose it?*

Introduce Small-Group Learning



from Mrs. Dalloway

Apostrophe to the Ocean; The World Is Too Much With Us; London, 1802

The Madeleine

The Most Forgetful Man in the World; When Memories Never Fade, the Past Can Poison the Present

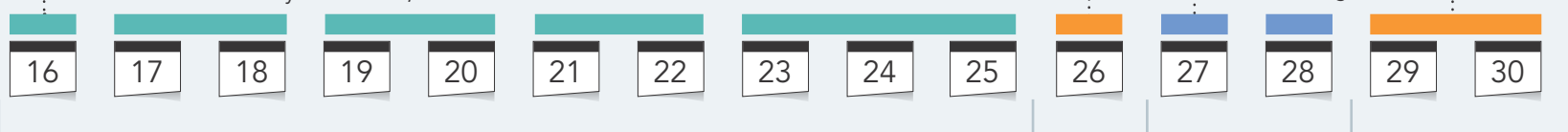
Performance Task

Introduce Independent Learning



Independent Learning

Performance-Based Assessment



TRADE BOOKS

Into the Wild: Chapters 11–16
1984: Part 2
Brave New World: Chapters 11–16

TRADE BOOKS

Into the Wild: Chapters 17–18
1984: Part 3
Brave New World: Chapters 17–18

TEACHING WITH TRADE BOOKS

UNIT 6: Finding a Home

Integrating Trade Books with myPerspectives

These titles provide students with another perspective on the topic of finding home, touching upon many of the ideas found within the unit selections.

Depending on your objectives for the unit, as well as your students' needs, you may choose to integrate the trade book into the unit in several ways, including:

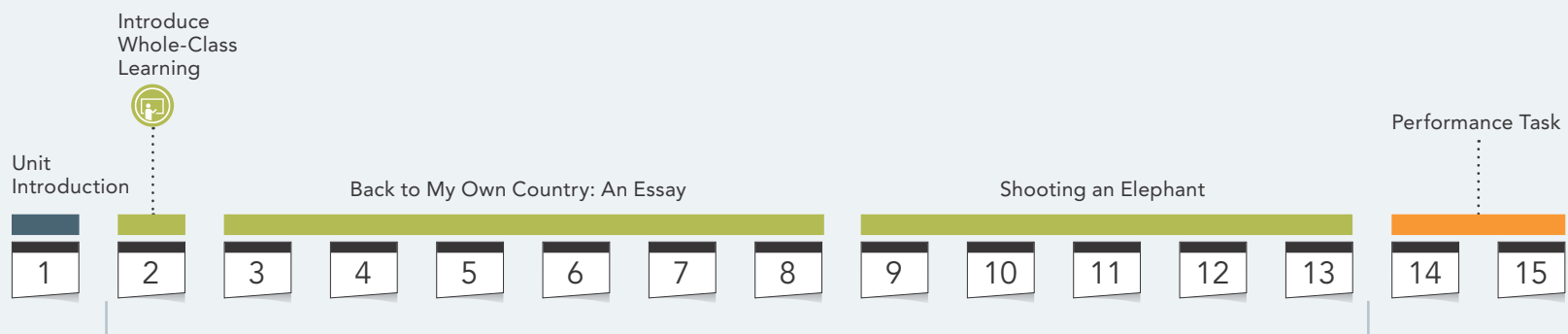
- **Supplement the unit** Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- **Substitute for unit selections** If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- **Extend Independent Learning** Extend the unit by replacing independent reading selections with one of these trade books.
- **Pacing** However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.

Trade Book Lesson Plans

Trade book lesson plans for *The House of Seven Gables*, *Wuthering Heights*, and *Travels with Charley: In Search of America* are available online in myPerspectives+.



📅 Pacing Guide: Unit Supplement



TRADE BOOKS

The House of Seven Gables: Chapters 1–11

Wuthering Heights: Chapters 1–18

Travels with Charley: In Search of America: Parts 1–2

Suggested Trade Books

The House of Seven Gables

Nathaniel Hawthorne

Lexile: 930–1320

A poor New England woman living in a house associated with witchcraft tries to help her family.

Connection to Essential Question

The house and the family seem cursed. It is only after finding a secret hidden there that they can finally leave their burdens behind. This escape has to be both physical and mental, aligning with the Essential Question: *In what ways is home both a place and a state of mind?*

Wuthering Heights

Emily Bronte

Lexile: 880

A blistering critique of Victorian society and ideals, *Wuthering Heights* tells the story of a family that formed at farmhouse—and how they fell apart.

Connection to Essential Question

The title location and the character of Heathcliff are both dark, brooding and unruly. The setting is the perfect place to consider the Essential Question: *In what ways is home both a place and a state of mind?*

Travels with Charley: In Search of America

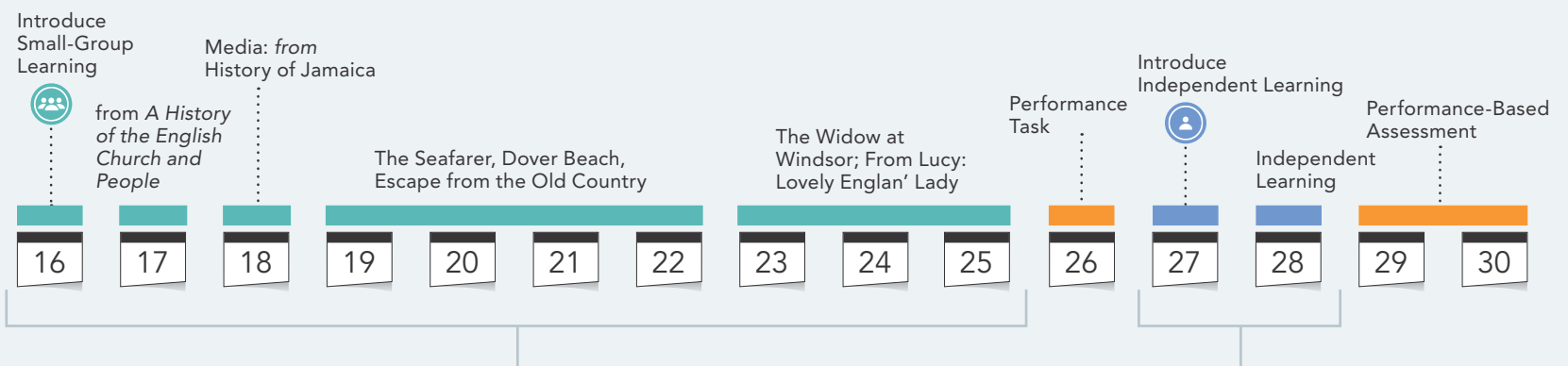
John Steinbeck

Lexile: 1010

John Steinbeck and his pet poodle go on a roadtrip to get to know the country better.

Connection to Essential Question

Steinbeck notes connections between the way people in various locations seem to reflect their geography and situation. In doing so he casts light on the Essential Question: *In what ways is home both a place and a state of mind?*



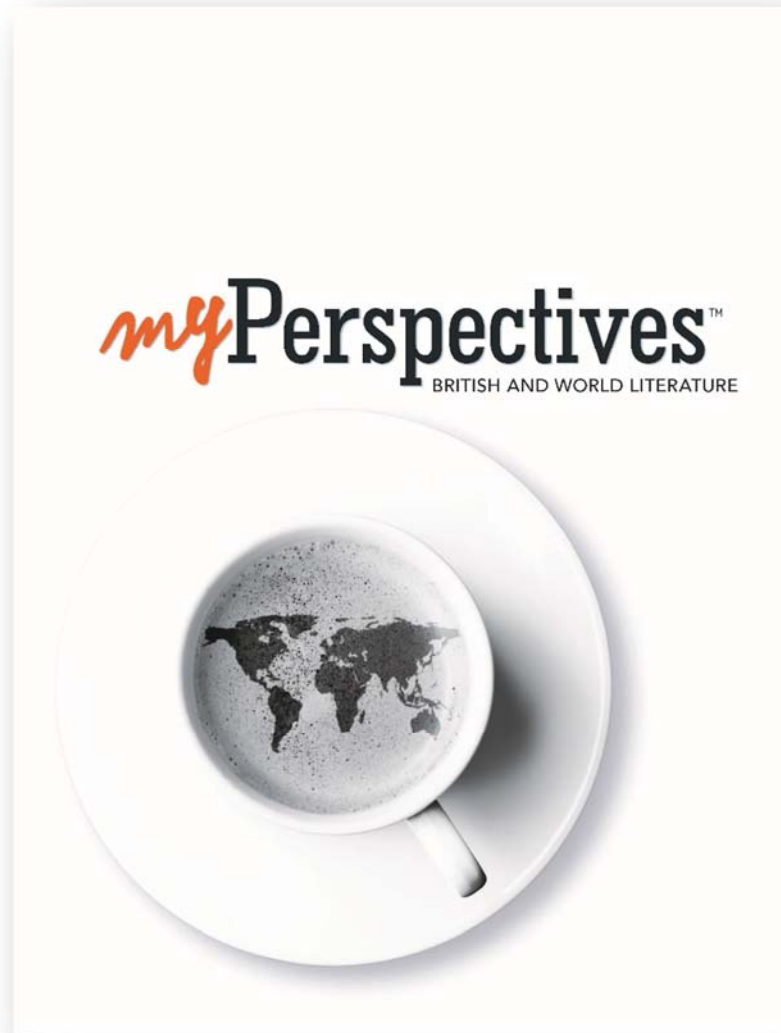
TRADE BOOKS

The House of Seven Gables: Chapters 12–19
Wuthering Heights: Chapters 19–31
Travels with Charley: In Search of America: Part 3

TRADE BOOKS

The House of Seven Gables: Chapters 20–21
Wuthering Heights: Chapters 32–34
Travels with Charley: In Search of America: Part 4

Grade 12 Curriculum Map



GRADE 12, UNIT 1 : Forging a Hero					
INTRODUCTION	Day 1	Unit Video: Before the Battle Discuss It: Around the world and throughout time, leaders have sent warriors into battle. What inspires warriors to make such personal sacrifices?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: A World of Heroes (Lexile 1050)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
HISTORICAL PERSPECTIVES Focus Period: 750–1066 Ancient Warriors Anchor Text (Epic Poetry): <i>from Beowulf</i> translated by Burton Raffel MEDIA (Graphic Novel): <i>from Beowulf</i> by Gareth Hinds	Performance-Based Assessment Task Mode: Write an argument Prompt: Which counts more—taking a stand or winning? Language Development: Conventions, Create Cohesion and Clarity: Transitions Standards: W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1. L.12.2	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What makes a hero?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about heroism. RI.12.10, RL.12.10 • Expand Knowledge and use of academic and concept vocabulary. RI.12.4 • Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.12.1 • Conduct research projects of various lengths to explore a topic and clarify meaning W.12.7 • Use rhetorical devices effectively to strengthen arguments and add interest to writing and Presentations. L.12.5 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
Reading Literary Text RL.12.3, RL.12.5, RL.12.7, RL.12.10	Reading Informational Text RI.12.1	Speaking & Listening SL.12.2, SL.12.5, SL.12.6	Language L.12.3.a, L.12.4.b, L.12.4.c, L.12.6	Writing W.12.1, W.12.2, W.12.2.c, W.12.6, W.12.9.a	NOTES:

UNIT 1 Whole-Class Learning		GRADE 12		Forging a Hero			
Making Meaning				Language Development		Effective Expression	
Days 3-10							
Historical Perspectives from Beowulf: TG p. 16-49 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 20: Analyze exposition TG: p. 21: Analyze antagonist features TG: p. 22: Mark the repeated word in lines 67–73. TG: p. 23: Analyze apposition TG: p. 24: I mark phrases in lines 158–164 that describe how the watchman reacts to Beowulf. TG p. 25: Analyze the Epic Hero TG p. 26: notice heroic deeds described by Beowulf TG p. 28: find two phrases that describe Grendel TG p. 31: Traits of an Epic Hero TG p. 32: notice words and phrases that have a musical quality. TG p. 33: Analyze historical context TG p. 34: Reflect on theme TG p. 35: Analyzing tone TG p. 36: Analyze for meaning TG p. 38: Analyze conflict TG p. 39: Mark details in lines 743–770 that show what Beowulf’s men were like in the beginning and how they changed TG p. 41: look for details that explain how Beowulf wants to be buried and remembered TG p. 42: Analyze character	Analyze the Text TG p. 44 <input type="checkbox"/> Analyze <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the essential question	Analyze Craft and Structure TG p. 45 Structure epic epic hero archetypal patterns	Concept Vocabulary and Word Study TG p. 46 words related to monsters or predatory beasts lair stalked gorge gruesome writhing loathsome Anglo-Saxon Suffix: <i>-some</i>	Conventions and Style TG p. 47 Using Syntax for Elaboration syntax apposition diazeugma	Writing to Sources: TG p. 48 Comparison-and-Contrast Essay	Speaking and Listening: TG p. 49 Research Presentation
	RL.12.2, RL.12.3	RL.12.1	RL.12.3, RL.12.5	L.12.4.b, L.12.4.c	L.12.3.a	W.12.2, W.12.2c	SL.12.2, SL.12.5, SL.12.6

Making Meaning			Language Development		Effective Expression	
11-13						
from Beowulf, Graphic Novel: TG p. 50-61 First Review Look: at each image and determine whom or what it portrays. Note: elements in each image that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check and writing a brief summary of the selection	Close Review TG p. 52: Analyze details that set the mood TG p. 53: Comprehend sequence of events TG p. 54: Analyze theme TG p. 55: Analyze design elements in a graphic novel TG p. 56: Analyze sensory detail in images TG p. 57: Comparing characters in a graphic novel RL.12.2, RL.12.3	Analyze the Media TG p. 59 <input type="checkbox"/> Respond <input type="checkbox"/> Analyze <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question RI.12.1		Media Vocabulary TG p. 59 palette panel composition angle perspective lighting/color L.12.6		Writing to Compare TG p. 60-61 Formulating a Claim Counterclaims critical evaluation W.12.1, W.12.1.a, W.12.1.b, W.12.1.f, W.12.5, W.12.9.a
Performance Task: Writing Focus						
Days 14-15						
TG p. 62-69 Mode: Write an argument Prompt: Which counts more—taking a stand or winning? Language Development: Conventions, Create Cohesion and Clarity: Transitions					Standards: W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2	

UNIT 1 Small-Group Learning		GRADE 12		Forging a Hero	
Introduction Day 16					
<p>Poetry Collection 1: <i>To Lucasta, on Going to the Wars</i> by Richard Lovelace</p> <p><i>The Charge of the Light Brigade</i> by Alfred, Lord Tennyson</p> <p>Poetry Collection 1: <i>The Song of the Mud</i> by Mary Borden</p> <p><i>Dulce et Decorum Est</i> by Wilfred Owen</p> <p>Media (Interactive Website):</p> <p><i>How Did Harry Patch Become an Unlikely WWI Hero?</i></p> <p>BBC iWonder</p>	<p>Performance-Based Assessment Task</p> <p>Present an Argument</p> <p>Prompt: What heroic traits does the traditional war hero exhibit?</p> <p>SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What makes a hero?</p>	<p>Unit Goals:</p> <p>TG p. 4</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about heroism. RI.12.10, RL.12.10 • Expand Knowledge and use of academic and concept vocabulary. RI.12.4 • Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.12.1 • Conduct research projects of various lengths to explore a topic and clarify meaning W.12.7 • Use rhetorical devices effectively to strengthen arguments and add interest to writing and Presentations. L.12.5 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
<p>Reading Literary Text</p> <p>RL.12.2, RL.12.4, RL.12.6, RL.12.10</p>	<p>Reading Informational Text</p> <p>RI.12.10</p>	<p>Speaking & Listening</p> <p>SL.12.1, SL.12.1a</p>	<p>Language</p> <p>L.12.1, L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.c, L.12.5, L.12.5.b, L.12.6</p>	<p>Writing</p> <p>W.12.2, W.12.2.a, W.12.7, W.12.8, W.12.9.a</p>	<p>NOTES:</p>

Making Meaning					Language Development	NOTES:
Days 17-20						
<p>To Lucasta The Charge of the Light Brigade TG p. 74-83</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 77: Analyze a lyric speaker TG p. 79: Analyze the sound of a poem</p>	<p>Analyze the Text TG p. 81</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 82 Word Choice and Theme</p> <p>diction tone theme</p>	<p>Concept Vocabulary and Word Study TG p. 81</p> <p>words that are related to affection and admiration</p> <p>embrace adore honor</p> <p>Latin Prefix: <i>ad-</i></p>	<p>Conventions and Style TG p. 83 Coordinating Conjunctions</p>	
	RL.12.4	SL.12.1, SL.12.4	RL.12.2	RL.12.4 L.12.4, L.12.4.b, L.12.4.c	L.12.1, L.12.2, L.12.3	

Making Meaning				Language Development	Effective Expression	
Days 21-24						
<p>The Song of the Mud Dulce et Decorum Est TG p. 84-95</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 86: Analyze a lyric speaker TG p. 87: Analyze a free verse poem TG p. 89: Analyze rhyme and meter</p>	<p>Analyze the Text TG p. 91</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 92 Word Choice and Theme</p> <p>diction tone theme irony</p>	<p>Concept Vocabulary and Word Study TG p. 91</p> <p>words that describe negative qualities of people or things</p> <p>impertinent putrid vile</p> <p>Latin Prefix: <i>ad-</i></p>	<p>Conventions and Style TG p. 93 Types of Phrases</p> <p>Preposition prepositional phrase object of the preposition</p>	<p>Writing to Compare: TG p. 94-95</p> <p>Compare-and-Contrast Essay</p>
		SL.12.1, SL.12.4	RL.12.2, RL.12.6	RL.12.4 L.12.4, L.12.4.c, L.12.5.b	L.12.1, L.12.3	W.12.2, W.12.2.a, W.12.5, W.12.9.a SL.12.1.a-d

Making Meaning				Effective Expression	NOTES:
Day 25					
Harry Patch: TG p. 96-99 First Review Explore: the interactive media to learn about the ideas it presents Note: elements that you find interesting and want to revisit. Connect: ideas in the interactive media to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 97: Analyzing visual composition	Analyze the Media TG p. 98 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question RI.12.1, SL.12.1, SL.12.4	Media Vocabulary TG p. 98 navigation embedded video slide show L.12.6	Writing to Sources TG p. 99 Critical Analysis research overview W.12.2, W.12.7, W.12.8	
Small-Group Learning Performance Task: Speaking and Listening Focus					
Day 26					
TG p. 100-101 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	

Overview: Independent Learning

Day 28

TG p. 102-103, 104A-104F, 104-106

Select and read a story from selections available online

- Accidental Hero by Zadie Smith
- The New Psychology of Leadership by Stephen D. Reicher, Michael J. Platow, S. Alexander Haslam
- Speech Before Her Troops by Queen Elizabeth I
- The Battle of Maldon translated by Burton Raffel
- Defending Nonviolent Resistance by Mohandas K. Gandhi
- Pericles’ Funeral Oration by Thucydides, translated by Rex Warner

Standards: RL.12.10, RI.12.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 107-111

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

Standards: W.12.1.a-e, W.12.9, W.12.10, SL.12.4

GRADE 12, UNIT 2 : Reflecting on Society

INTRODUCTION	Day 1	<p>Unit Video: The Medieval Age and The Canterbury Tales</p> <p>Discuss It: Although we may be aware of societal problems, many of us ignore them and move on. What personal qualities enable some people to stop, pick up a pen, brush, microphone, or camera, and share what they see with the general public?</p>	<p>Unit Goals: Reading, Writing & Research, Language, Speaking & Listening</p> <p>Academic Vocabulary: Explanatory Text</p> <p>Launch Text: Standing Up to Absolute Power (Lexile 1030)</p>
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

<p>Historical Perspectives Focus Period: 1066–1485 England: The Beginnings Anchor Text (Poetry): <i>The Prologue from The Canterbury Tales</i> by Geoffrey Chaucer, translated by Nevill Coghill Media (Video): <i>The Prologue From The Canterbury Tales: The Remix</i> by Patience Agbabi</p>	<p>Performance-Based Assessment Task Mode: 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 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</p>	<p>Whole-Class Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	<p>Essential Question How do people come to have different views of society?</p>	<p>Unit Goals: TG p. 128</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about social reform. RL.12.8, RL.12.8 • Expand Knowledge and use of academic and concept vocabulary. RI.12.4 • Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Maintain a formal style, including following the conventions of hyphenation in formal writing. L.12.2.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5
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Standards Taught

<p>Reading Literary Text RL.12.3, RL.12.5, RL.12.7, RL.12.10</p>	<p>Reading Informational Text</p>	<p>Speaking & Listening SL.12.4</p>	<p>Language L.12.4.b, L.12.4.c, L.12.4.d, L.12.6</p>	<p>Writing W.12.1, W.12.1.a, W.12.9.a</p>	<p>NOTES:</p>
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UNIT 2 Whole-Class Learning		GRADE 12		Reflecting on Society			
Making Meaning				Language Development		Effective Expression	
		Days 3-7					
Canterbury Tales: TG p. 126-159 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the text	Close Read TG p. 129: mark vivid sensory details describing the time of year TG p. 130: Analyze author’s note TG p. 131: annotate at least four vivid details that describe the Knight and his son, the Squire TG p. 133: annotate the details that suggest sensitivity TG p. 134: mark details that suggest a fine, luxurious lifestyle TG p. 135: Identify social commentary TG p. 136: Identify irony and sarcasm TG p. 137: find and annotate the phrase “none knew he was in debt.” TG p. 139: On lines 365–370, I find and annotate the first two lines and the last two. TG p. 140: mark several details that present an appealing picture of the Cook, as well as one that is much less inviting TG p. 142: 473–486 that show how widely the Wife of Bath has traveled TG p. 143: Analyze tone TG p. 144: annotate the details that describe how the Miller treats his customers TG p. 146: find and annotate phrases that appeal to my sense of sight, touch, and smell TG p. 147: notice and annotate phrases that identify objects TG p. 148: Recognizing voice TG p. 150: Mark the offer in lines 807–829 that the Host of the Tabard Inn makes to the pilgrims RL.12.4, L.12.5	Analyze the Text TG p. 154 <input type="checkbox"/> Contrast <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer Essential Question RL.12.1	Analyze Craft and Structure TG p. 155 Author’s Choices: Character Development Characterization Direct characterization Indirect characterization Social commentary RL.12.3	Concept Vocabulary and Word Study TG p. 156 words suggesting character traits or personality valiantly personable sincerity eminent discreet diligent Latin Suffix: -able L.12.4.b, L.12.4.c, L.12. 4.d	Conventions and Style TG p. 157 Author’s Choices: Structure heroic couplet closed couplet enjambment iambic pentameter RL.12.5	Writing to Sources TG p. 158 Response to Criticism W.12.1	Speaking and Listening TG p. 159 Narrative Presentation SL.12.4, W.12.2

Making Meaning		Language Development		Effective Expression
Days 8-12				
<p>The Prologue from the Canterbury Tales: TG p. 160-165</p> <p>First Review Watch: who speaks, what they say, and how they say it. Note: elements that you find interesting and want to revisit Connect: ideas in the video to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check</p>	<p>Close Review TG p. 161: Analyze symbolism</p>	<p>Analyze the Media TG p. 163</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Media Vocabulary TG p. 163</p> <p>delivery gesture audience reaction</p> <p>L.12.6</p>	<p>Writing to Sources: TG p. 164-165</p> <p>Argumentative essay</p> <p>RL.12.7, W.12.1, W.12.1.a, W.12.9.a</p>
Performance Task: Writing Focus				
Days 14-15				
<p>TG p. 166-173</p> <p>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</p>			<p>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</p>	

UNIT 2 Small-Group Learning		GRADE 12		Reflecting on Society	
Introduction Day 16					
<p>Historical Account: <i>from The Worms of the Earth Against the Lion from A Distant Mirror</i> by Barbara W. Tuchman Essay: <i>Shakespeare’s Sister</i> by Virginia Woolf Essay(Poetry): <i>On Seeing England for the First Time</i> by Jamaica Kincaid <i>XXIII from Midsummer</i> by Derek Walcott Media (Public Document): Passenger Manifest MV Empire Windrush</p>	<p>Performance-Based Assessment Task Speaking and Listening Focus: Present a Reader’s Theater Prompt: Which aspects of English society would you change? Which would you keep? SL.1.b, SL.12.3, SL.12.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question How do people come to have different views of society?</p>	<p>Unit Goals: TG p. 128</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about social reform. RL.12.8, RL.12.8 • Expand Knowledge and use of academic and concept vocabulary. RI.12.4 • Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Maintain a formal style, including following the conventions of hyphenation in formal writing. L.12.2.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
<p>Reading Literary Text RL.12.6, RL.12.10</p>	<p>Reading Informational Text RI.12.1, RI.12.3, RI.12.4, RI.12.5, RI.12.6, RI.12.7, RI.12.10</p>	<p>Speaking & Listening SL.12.1, SL.12.1.a, SL.12.1.b, SL.12.4, SL.12.5</p>	<p>Language L.12.1, L.12.1.a, L.12.1.b, L.12.4, L.12.4.a, L.12.4.c, L.12.4.d, L.12.5</p>	<p>Writing W.12.1, W.12.1.a, W.12.1.b, W.12.2, W.12.7, W.12.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-20						
<p>Worms Distant Mirror TG p. 178-189</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 179: Establish context TG p. 181: Identify cause and effect TG p. 182: Analyze evidence TG p. 183: Analyze diction and tone</p>	<p>Analyze the Text TG p. 186</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 187</p> <p>Historical Writing</p> <p>primary source secondary source</p>	<p>Concept Vocabulary and Word Study TG p. 186</p> <p>words related to political turmoil</p> <p>demagogue animosity provoke</p> <p>Greek Root Word: agogos</p>	<p>Conventions and Style TG p. 188</p> <p>Author's Choices: Text Structure</p> <p>chronological order cause-and-effect</p>	<p>Speaking and Listening TG p. 189</p> <p>Discussion</p> <p>debate panel discussion role-play</p>
		SL.12.1, SL.12.4	RI.12.1, RI.12.3	L.12.4, L.12.4.c, L.12.4.d RI.12.3	SL.12.1, S L.12.1.a, SL.12.1.b	

Making Meaning				Language Development	Effective Expression	
Day 21						
Shakespeare's Sister: TG p. 190-197 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 192: Analyzing an anecdote	Analyze the Text TG p. 194 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question SL.12.1,SL.12.4	Analyze Craft and Structure TG p. 195 Interaction and Development of Ideas argument paradigm claim RI.12.1, RI.12.3, RI.3.5	Concept Vocabulary and Word Study TG p. 194 words related to preferences gifted taste fancy Multiple-Meaning Words L.12.4, L.12.4.a, L.12.4.d	Conventions and Style TG p. 196 Changing Usage L.12.1, L.12.1.a, L.12.1.b, L.12.4.c	Writing to Sources TG p.197 Argument updated argument about Judith argument with narrative argument about society's power W.12.1, W.12.1.a, W.12.1.b

Making Meaning				Language Development	Effective Expression	
Days 22-24						
<p>Seeing England for the First Time XXIII: TG p. 198-215</p> <p>First Read Notice: new information or ideas you learn about the unit topic as you first read the texts Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 200: Analyze a metaphor TG p. 202: Analyze a symbol TG p.203: Analyze a stream of consciousness TG p. 205: Analyze a contrast TG p. 206: Analyze an anecdote TG p. 208: Analyze tone TG p. 209: Analyze a Simile</p> <p>L.12.5</p>	<p>Analyze the Text TG p. 212</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 213</p> <p>Author’s Perspective: Historical Context Perspective</p> <p>RI.12.3, RI.12.6</p>	<p>Concept Vocabulary and Word Study TG p. 212</p> <p>Words about groups of people in social classes within a society</p> <p>subjugation privileged fellowships</p> <p>Latin Prefix: sub-</p> <p>L.12.4, L.12.4.a, L.12.4.b</p>	<p>Conventions and Style TG p. 214 Stylistic Devices</p> <p>amplification compression allusion irony</p> <p>RL.12.4, RL.12.6, RI.12.6</p>	<p>Speaking and Listening TG p. 215 Digital Presentation</p> <p>historical infographics oral biographical profile contemporary connection</p> <p>SL.12.4, SL.12.5</p>

Making Meaning			Language Development	Effective Expression
Days 22-23				
<p>Passenger Manifest: TG p. 216-223</p> <p>First Read Notice: new information or ideas you learned about the unit topic as you first read this text. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Review TG p. 218: Analyzing public documents TG p. 219: Analyzing public documents TG p. 242: Interpret tone</p>	<p>Analyze the Text TG p. 222</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question <p style="text-align: right;">SL.12.1, SL.12.4</p>	<p>Text Features TG p. 222 rows and columns headings statistics</p> <p style="text-align: right;">RI.12.5</p>	<p>Research TG p. 223 Profile</p> <p style="text-align: right;">W.12.2, W.12.7, W.12.9.b</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 224-225 Present a Reader’s Theater Prompt: Which aspects of English society would you change? Which would you keep?</p>			<p>Standards: SL.12.b, SL.12.3, SL.12.4</p>	

Overview: Independent Learning

Day 27-28

TG p. 226-227, 228A-228F, 229-231

Select and read a story from selections available online

- Occupy LSX May Be Gone, but the Movement Won't Be Forgotten by Giles Fraser
- Today's Pygmy Protesters Are No Heirs to Martin Luther King by Nick Herbert
- What We Mean When We Say the People by Edmund Burke
- from The Rape of the Lock by Alexander Pope
- from Candide Voltaire
- An Interview With Benjamin Zephaniah by Eric Doumerc
- Poetry of Benjamin Zephaniah by Benjamin Zephaniah

Standards: RL.12.10, RI.12.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 232-235

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

GRADE 12, UNIT 3 : Facing the Future, Confronting the Past

INTRODUCTION	Day 1	Unit Video: Introduction to The Tragedy of Macbeth Discuss It: What qualities make literature from the past seem vibrant and relevant to readers today?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Better Never to Have Met at All (Lexile 950L)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1485–1625 Renaissance and Reformation: A Changing England Anchor Text (Drama): <i>The Tragedy of Macbeth</i> by William Shakespeare Media (Audio Performance): <i>The Tragedy of Macbeth, Act V, Scene I</i> by L.A. Theatre Works <i>The Tragedy of Macbeth, Act V, Scene I</i> by LibriVox	Performance-Based Assessment Task 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 W.12.1.a-f; W.12.4, W.12.5, W.12.7; W.12.8, W.12.10, L.12.3, L.12.6	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question How do our attitudes toward the past and future shape our actions?	Unit Goals: TG p. 238 <ul style="list-style-type: none"> • Read and analyze a variety of texts to gain the knowledge and insight needed to write about attitudes toward time. RL.12.8, RI.12.8 • Expand Knowledge and use of academic and concept vocabulary. RI.12.4 • Write a response to literature in which you effectively incorporate the key elements of an argument. W.12.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Maintain a formal style and use transition words and varied syntax to connect parts of a text. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5
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Standards Taught

Reading Literary Text RL.12.1, RL.12.3, RL.12.5, RL.12.7, RL.12.10	Reading Informational Text	Speaking & Listening SL.12.1, SL.12.1.a, SL.12.3, SL.12.6	Language L.12.1.a, L.12.2, L.12.2.a, L.12.2.b, L.12.3, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.6	Writing W.12.1, W.12.2, W.12.2.a, W.12.2.c, W.12.5, W.12.6, W.12.9.A	NOTES:
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UNIT 3 Whole Class Learning		GRADE 12		Facing the Future, Confronting the Past	
Making Meaning		Language Development		Effective Expression	
Days 3-5					
Tragedy of Macbeth, Act I: TG p. 250-279 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 261: Explore literary devices TG p. 262: Investigate character TG p. 263: Analyze plot TG p. 264: mark words and phrases that describe the witches' appearance and behavior. TG p. 265: Examine character TG p. 266: Track rising action TG p. 269: mark the metaphor, or implied comparison, in Duncan's speech to Macbeth TG p. 270: Interpret Soliloquy TG p. 271: mark details related to time TG p. 272: Consider motive TG p. 275: Interpret dialogue RL.12.3, RL.12.3, RL.12.4	Analyze the Text TG p. 277: <input type="checkbox"/> Interpret <input type="checkbox"/> Cause and effect <input type="checkbox"/> Analyze RL.12.1	Analyze Craft and Structure TG p. 278 Author's Choices: Structure tragedies internal conflict soliloquy RL.12.5	Concept Vocabulary and Word Study TG p. 277 words related to warfare revolt captivity assault flout rebellious treasons Latin Root: -bell- L.12.4.c	Speaking and Listening TG p. 279 Soliloquy SL.12.1.a SL.12.6

Making Meaning		Language Development		Effective Expression	
Days 6-7					
<p>Tragedy of Macbeth, Act II: TG p. 280-295</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 282: In Macbeth’s soliloquy beginning on line 31, mark the pronouns TG p. 284: highlight the short sentences of dialogue between Macbeth and Lady Macbeth TG p. 286: Interpret symbols TG p. 287: Analyze verse TG p. 288: Explore dialogue TG p. 289: notice and highlight the adjectives in Macbeth’s question TG p. 291: Investigate symbolism and imagery</p>	<p>Analyze the Text TG p. 293</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Make inferences 	<p>Analyze Craft and Structure TG p. 294</p> <p>Author's Choices: Structure iambic foot trochaic foot anapestic foot iambic pentameter blank verse prose comic relief</p>	<p>Concept Vocabulary and Word Study TG p. 293 words related to falseness and betrayal</p> <p>allegiance stealthy equivocate sacrilegious counterfeit breach</p> <p>Suffixes and Parts of Speech</p>	<p>Writing to Sources TG p. 295 Psychological Report</p>
		RL.12.1	RL.12.5	L.12.2.b, L.12.4.b	W.12.1

Making Meaning			Language Development		Effective Expression
Day 8					
Tragedy of Macbeth, Act III: TG p. 296-313 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 298: Identify dramatic irony TG p. 301: Mark the rhyming words in lines 4–7 TG p. 303: Mark the short statements in lines 15–18 TG p. 304: note and highlight the adjectives that Macbeth uses to describe himself TG p. 306: Explore characterization TG p. 308: Analyze characterization RL.12.3, RL.12.4	Analyze the Text TG p. 311 <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret RL.12.1	Analyze Craft and Structure TG p. 312 Author's Choices: Structure Crisis Turning point Climax Catastrophe RL.12.3, RL.12.5	Concept Vocabulary and Word Study TG p. 311 Words that reveal emotional turmoil foully rancors incensed malice enrages malevolence Latin Prefix: mal- L.12.4.b, L.12.4.d	Speaking and Listening TG p. 313 Oral Recitation and Discussion RL.12.3, SL.12.1, SL.12.3, SL.12.6

Making Meaning			Language Development		Effective Expression	
Days 9-10						
Tragedy of Macbeth, Act IV: TG p. 314-333 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 315: Interpret foreshadowing TG p. 316: Mark the repeating lines in the witches' speeches TG p. 317: Explore character TG p. 318: Analyze theme TG p. 321: Exploring archetypes TG p. 323: Recognize irony TG p. 324: Consider motivation TG p. 329: Mark the word that Macduff repeats in lines 216–219. RL.12.3	Analyze the Text TG p. 331 <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Make inferences RL.12.1	Analyze Craft and Structure TG p. 332 Imagery and Archetypes imagery archetype RL.12.3	Concept Vocabulary and Word Study TG p. 331 Words related to right and wrong pernicious laudable avaricious integrity sanctity treacherous Antonyms L.12.4.c, L.12.5	Conventions and Style TG p. 333 Exclamatory Phrases RL.12.3, L.12.3	Writing to Sources TG p. 333 Psychological Report W.12.1

Making Meaning				Language Development		Effective Expression	
Days 11-12							
<p>Tragedy of Macbeth, Act V: TG p. 334-353</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 335: Identify mood TG p. 336: mark details that relate to being soiled or unclean TG p. 337: Analyze minor characters' reactions TG p. 338: Analyze figurative language TG p. 340: Analyze extended metaphors TG p. 342: 17–28, mark details that relate to the ideas of foolishness or futility. TG p. 345: mark details that relate to the witches' prophecies</p>	<p>Analyze the Text TG p. 348</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 349</p> <p>Shakespearean Tragedy</p> <p>tragic character tragic flaw dramatic irony</p>	<p>Concept Vocabulary and Word Study TG p. 350</p> <p>Words related to order and disorder</p> <p>perturbation agitation purge antidote pristine usurper</p> <p>Latin Root: -turb-</p>	<p>Conventions and Styles TG p. 351</p> <p>Hyphenation of Compound Adjectives</p> <p>Compound adjective Hyphen</p>	<p>Writing to Sources TG p. 352 Psychological Report</p>	<p>Speaking and Listening TG p. 353 News Report</p>
		RL.12.1	RL.12.1, RL.12.3, RI.12.5	L.12.4.c, L.12.4.d	L.12.2, L.12.2.a	W.12.1	SL.12.1.a, SL.12.6

Making Meaning		Language Development		Effective Expression
Day 13				
Tragedy of Macbeth, Act V, Scene I TG p. 354-359 First Review Listen: and note who is speaking, what they’re saying, and how they’re saying it. Note: elements you find interesting and want to revisit Connect: details in the images to other media you’ve experienced, texts you’ve read, or images you’ve seen. Respond: Complete Comprehension check	Close Review TG p. 355: Compare and Contrast audio performance TG p. 312: Examine labeling and captions TG p. 313: Understand composition TG p. 314: Scrutinize Composition RI.12.7	Analyze the Media TG p. 357 <input type="checkbox"/> Answer the Essential Question RL.12.7	Media Vocabulary TG p. 357 sound effects editing pacing L.12.6	Writing to Compare TG p. 358 Comparison-and Contrast Essay Interpretation RL.12.7, W.12.2, W.12.2.a, W.12.2.c, W.12.5, W.12.9.a
Performance Task: Writing Focus				
Days 14-15				
TG p. 360-367 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	

UNIT 3 Small-Group Learning		GRADE 12		Facing the Future, Confronting the Past	
Introduction Day 16					
Poetry Collection 1: <i>Sonnet 12</i> <i>Sonnet 60</i> <i>Sonnet 73</i> by William Shakespeare <i>Sonnet 32 from Pamphilia to Amphilanthus</i> by Mary Wroth <i>Sonnet 75</i> by Edmund Spenser	Performance-Based Assessment Task Present an Argument Prompt: Should literature of the past be rewritten in present-day language for today's readers? SL.12.1a-d, SL.12.3, SL.12.4	Small-Group Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question In what ways does the struggle for freedom change with history?	Unit Goals: TG p. 276 <ul style="list-style-type: none"> • Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.12.8, RI.12.8 • Expand Knowledge and use of academic and concept vocabulary. RL.12.4 • Write informative essay that has a clear structure and that draws evidence from texts and original research. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
Reading Literary Text RL.12.2, RL.12.4, RL.12.5, RL.12.10	Reading Informational Text RI.12.1, RI.12.9	Speaking & Listening SL.12.1.c, SL.12. d	Language L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.d, L.12.5, L.12.5.a	Writing W.12.2.a, W.12.2.b	NOTES:

Making Meaning				Language Development	Effective Expression	
Days 17-21						
Poetry Collection TG p. 372-383 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 374: Analyze imagery TG p. 376: Analyze rhyme	Analyze the Text TG p. 380 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question RI.12.1, SL.12.1, SL.12.4	Analyze Craft and Structure TG p. 381 Development of Theme sonnet Shakespearean sonnet Spenserian sonnet RL.12.2, RL.12.5	Concept Vocabulary and Word Study TG p. 380 words related to human endeavor toil assay devise Multiple-Meaning Words L.12.4, L.12.4.a	Conventions and Style TG p. 382 Word Choice figurative language Similes Metaphors Personification RL.12.4	Writing to Sources TG p. 383 Response to Literature reflection introduction to an anthology explanatory statement W.12.2.a, W.12.2.b, L.12.5, L.12.5.a

Making Meaning				Language Development	Effective Expression	
Days 22-25						
<p>Naked Babe Cloak of Manliness: TG p. 384-399</p> <p>First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 387: Analyze cohesion TG p.389: Interpret a paradox TG p. 390: Interpret allusions TG p. 393: Integrate quotations TG p. 394: Analyze a conclusion</p>	<p>Analyze the Text TG p. 396</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 397 Analyze Arguments central idea claim supporting evidence</p>	<p>Concept Vocabulary and Word Study TG p. 396 Words related to how something is seen or viewed perception unambiguous idiosyncratic Affixes</p>	<p>Conventions and Style TG p. 398 Quotations quotation marks block quotations attribution</p>	<p>Speaking and Listening TG p. 399 Panel Discussion</p>
		SL.12.1, SL.12.4	RI.12.9	L.12.4, L.12.4.a, L.12.4.b, L.12.4.c	L.12.3	SL.12.1.c, SL.12.1.d
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 400-401 Present an Argument Prompt: Should literature of the past be rewritten in present-day language for today's readers?</p>				<p>Standards: SL.12.1.a-d, SL.12.3, SL.12.4</p>		

Overview: Independent Learning

Days 27-28

TG p. 402-403, 404a-404f, 404-407

Select and read a story from selections available online

- from Oedipus Rex Sophocles, translated by David Grene
- Ozymandias BY Percy Bysshe Shelley
- Why Brownlee Left by Paul Muldoon
- Man’s Short Life and Foolish Ambition by Margaret Cavendish, Duchess of Newcastle
- from Macbeth: The Graphic Novel by William Shakespeare, illustrated by John Haward; script adaptation by John McDonald
- The Lagoon by Joseph Conrad
- What’s Your Time Perspective? By Jane Collingwood
- Does Time Pass? by Peter Dizikes

Standards: RL.12.10, RI.12.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 408-411

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

GRADE 12, UNIT 4 : Seeing Things New

INTRODUCTION	Day 1	Unit Video: How Proust Can Change Your Life Discuss It: How is it possible for a favorite book to transform you?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Narrative Launch Text: The Assignment of My Life (Lexile 1070)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1625–1798 A Turbulent Time Anchor Text (Poetry Collection 1): <i>A Valediction: Forbidding Mourning Holy Sonnet 10</i> by John Donne Anchor Text (Novel Excerpt): <i>from Gulliver’s Travels</i> by Jonathan Swift Media (Film/Cover Art): <i>Travels Among the Lilliputians and the Giants</i> by George Méliès <i>Gulliver’s Travels</i> Cover Art	Performance-Based Assessment Task Write a Reflective Narrative Prompt: When do we need a new vision of things? Language Development: Conventions and Style: Sentence Variety: Varying Syntax W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas Working as a Team <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question Why are both vision and disillusion necessary?	Unit Goals: TG p. 414 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight about changing perspective. RL.12.10, RI.12.10 • Expand Knowledge and use of academic and concept vocabulary RL.12.4, RI.12.4 • Write a reflective narrative in which you effectively incorporate the key elements of a narrative. W.12.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Vary sentence types and structures to add interest to your writing and presentations. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5
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Standards Taught

Reading Literary Text RL.12.1, RL.12.5, RL.12.6, RL.12.9, RL.12.10	Reading Informational Text RI.12.7, RI.12.10	Speaking & Listening SL.12.4, SL.12.6	Language L.12.1, L.12.3, L.12.3.a, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5.a, L.12.6	Writing W.12.1, W.12.1.a, W.12.1.b, W.12.3, W.12.3.a-e, W.12.4, W.12.5, W.12.9.a	NOTES:
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UNIT 4 Whole-Class Learning			GRADE 12			Seeing Things New	
Making Meaning			Language Development			Effective Expression	
Days 3-7							
Historical Perspective Valediction Holy Sonnet 10: TG p. 422-437 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 429: mark details related to stillness and other details related to motion TG p. 430: Analyze personification	Analyze the Text TG p. 432 <input type="checkbox"/> Interpret <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 433 Impact of Word Choice metaphysical poetry conceit paradox irony	Concept Vocabulary and Word Study TG p. 434 Words related to the sacred or spiritual virtuous profanation laity dreadful delivery eternal Latin Suffix: -ous	Conventions and Style TG p. 435 Varying Syntax: Periodic Sentences periodic sentence syntax	Writing to Sources TG p. 436 Narrative Scene	Speaking and Listening TG p. 437 Comparison of Poems
	L.12.5	RL.12.1	L.12.5.a	L.12.4.c, L.12.4.b	RL.12.5, L.12.1, L.12.3, L.12.3.a	W.12.3, W.12.3.b, W.12.3.e	WL.12.9, SL.12.6

Making Meaning		Language Development			Effective Expression		
Days 8-11							
Gulliver's Travels: TG p. 438-451 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 441: Analyze character TG p. 442: notice and highlight details that describe how Gulliver walks into town TG p. 443: notice and highlight the details about why people in Lilliput are fighting	Analyze the Text TG p. 446 <input type="checkbox"/> Make Inferences <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Connect <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 447 Author's Point of View: Satire satire hyperbole understatement verbal irony	Concept Vocabulary and Word Study TG p. 448 Words related to government and politics proclamation faction imperial dominions edict ambassadors Latin Root: -dict-	Conventions and Style TG p. 449 Participial and Gerund Phrases participle phrase gerund phrase	Writing to Sources TG p. 450 Satiric Narrative	Speaking and Listening TG p. 451 Reflective Narrative on Perspective
	RL.12.3,	RL.12.1	RL.12.6	L.12.4.c, L.12.4.d	L.12.1, L.12.3, L.12.3.a	W.12.3, W.12.3.d, W.12.4	SL.12.4

Making Meaning			Effective Expression	NOTES:
Day 12-13				
<p>Gulliver's Travels Among the Lilliputians Cover Art: TG p. 452-459</p> <p>Close Review TG p. 453: Analyze characterization TG p. 454: Analyze design</p>	<p>Analyze the Media TG p. 457</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify <input type="checkbox"/> Evaluate <input type="checkbox"/> Generalize <input type="checkbox"/> Categorize <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 457</p> <p>cinematography superimposition mime cover design typography realism and stylization</p> <p>RL.12.6</p>	<p>Writing to Compare TG p. 458-459 Critical Evaluation</p> <p>RL.12.7, W.12.1.a, W.12.1.b, W.12.1, W.12.5, W.9.a</p>	
<p>First Review Look: at the media to learn about the ideas it presents Note: elements that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check</p>				
Performance Task: Writing Focus				
Days 14-15				
<p>TG p. 460-467</p> <p>Performance-Based Assessment Task Write a Reflective Narrative Prompt: When do we need a new vision of things? Language Development: Conventions and Style: Sentence Variety: Varying Syntax</p>			<p>Standards: W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a</p>	

UNIT 4 Small-Group Learning		GRADE 12		Seeing Things New	
Introduction Day 16					
<p>Poetry: <i>To His Coy Mistress</i> by Andrew Marvellz</p> <p>Poetry Collection 2: <i>To the Virgins, to Make Much of Time</i> by Robert Herrick</p> <p><i>Youth's the Season Made for Joys</i> by John Gay</p> <p>Poetry Collection 3: <i>from the Divine Comedy: Inferno</i> by Dante Alighieri, translated by John Ciardi</p> <p><i>The Second Coming</i> by W. B. Yeats</p> <p>Short Story: <i>Araby</i> by James Joyce</p> <p>Poetry Collection 4: <i>The Explosion</i> by Philip Larkin</p> <p><i>Old Love</i> by Francesca Beard</p>	<p>Performance-Based Assessment Task</p> <p>Present a Reflective Narrative</p> <p>Prompt: _____'s world changed forever when . . .</p> <p>SL.12.1, SL.12.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>Why are both vision and disillusion necessary?</p>	<p>Unit Goals:</p> <p>TG p. 414</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight about changing perspective. RL.12.10, RI.12.10 • Expand Knowledge and use of academic and concept vocabulary RL.12.4, RI.12.4 • Write a reflective narrative in which you effectively incorporate the key elements of a narrative. W.12.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Vary sentence types and structures to add interest to your writing and presentations. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
<p>Reading Literary Text</p> <p>RL.12.2, RL.12.3, RL.12.4, RL.12.5, RL.12.9, RL.12.10</p>	<p>Reading Informational Text</p> <p>RI.12.2</p>	<p>Speaking & Listening</p> <p>SL.12.1, SL.12.1.a, SL.12.1.c, SL.12.5</p>	<p>Language</p> <p>L.12.1, L.12.1.a, L.12.1.1.b, L.12.3, L.12.3.a, L.12.4, L.12.4.a, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5</p>	<p>Writing</p> <p>W.12.1, W.12.2, W.12.4, W.12.6, W.12.9, W.12.9.a</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:	
Day 17						
Coy Mistress TG p. 473-479 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 474: Interpret imagery	Analyze the Text TG p. 477 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 478 Development of Theme theme style tone imagery	Concept Vocabulary and Word Study TG p. 477 Words describe levels of energy sport languish	Conventions and Style TG p. 479 Expressing Theme With Verb Mood mood indicative imperative subjunctive conditional	
		SL.12.1, SL.12.4	RI.12.2	L.12.4.a, L.12.4.b	L.12.2, L.12.2.a	

Making Meaning				Language Development	Effective Expression	
Days 18-20						
<p>To the Virgins Youth's the Season TG p. 480-489</p> <p>First Read Notice: who or what is "speaking" the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read</p>	<p>Analyze the Text TG p. 485</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 486 Development of Theme</p> <p>theme style tone Imagery irony</p>	<p>Concept Vocabulary and Word Study TG p. 485 Words related to the passage of time</p> <p>succeed prime season</p> <p>Latin Root: -prim-</p>	<p>Conventions and Style TG p. 487 Varying Syntax:</p> <p>Balanced Sentences Parallel Structure Antithesis</p>	<p>Writing to Compare TG p. 488-489 Style Tone Imagery</p>
		<p>SL.12.1, SL.12.4</p>	<p>RL.12.2, RL.12.5</p>	<p>L.12.4, L.12.4.a, L.12.4.b, L.12.4.c</p>	<p>L.12.1, L.12.3, L.12.3.a</p>	<p>RL.12.2, W.12.1, W.12.4, W.12.9.a</p>

Making Meaning				Language Development	Effective Expression	
Days 21-22						
<p>Divine Comedy: TG p. 490-503</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 492: Interpret an image TG p. 493: Analyzing an opening event TG p. 495: Tracking key details TG p. 498: Analyze imagery</p> <p>RI.12.2</p>	<p>Analyze the Text TG p. 500</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 501 Author’s Choices: Symbolism</p> <p>RL.12.1, RL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 500</p> <p>Words that describe formation</p> <p>juted converged entwining</p> <p>Latin Prefix: con-</p> <p>L.12.4, L.12.4a, L.12.4.b, L.12.4.c</p>	<p>Conventions and Style TG p. 502 Rhetorical Devices:</p> <p>Periphrasis Allusion</p> <p>RL.12.3, RL.12.4, L.12.5.a</p>	<p>Research TG p. 503 Presentation With Graphics</p> <p>illustrated map annotated timeline diagram of a vision</p> <p>W.12.2, W.12.6, W.12.7, SL.12.1, SL.12.5, SL.12.6</p>

Making Meaning						Effective Expression
Day 23-24						
Araby: TG p. 504-515 First Read Notice: whom or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 505: Analyze personification TG p. 507: Analyze analogy and metaphor L.12.5	Analyze the Text TG p. 512 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question SL.12.1, SL.12.4	Analyze Craft and Structure TG p. 513 Narrative Structure first-person narration epiphany inferences RL.12.5	Concept Vocabulary and Word Study TG p. 512 Words related to enduring unpleasant situations tedious chafed intolerable Word Families L.12.4, L.12.4.a, L.12.4.b, L.12.4.d	Conventions and Style: TG p. 514 Varying Sentences: Loose Sentences RL.12.3, RL.12.5, L.12.1, L.12.3., L.12.3.a	Writing to Sources TG p. 515 Comparison-and-Contrast Essay RL.12.9, W.12.2, W.12.9, W.12.9.a

Making Meaning				Language Development	Effective Expression	
Day 25						
<p>The Explosion Old Love: TG p. 516-525</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 519: Analyze a symbol</p>	<p>Analyze the Text TG p. 522</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 523 Impact of Word Choice</p> <p>imagery sound devices alliteration consonance assonance</p> <p>RL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 522</p> <p>Words are about vision or ways of seeing things</p> <p>dimmed prismatic wavered</p> <p>Multiple-Meaning Words</p> <p>L.12.4, L.12.5</p>	<p>Conventions and Style: TG p. 524 Meter and Free Verse</p> <p>meter foot iamb trochee free verse</p> <p>RL.12.5</p>	<p>Speaking and Listening TG. p. 525 Response to Literature</p> <p>panel discussion poetry reading multimedia presentation</p> <p>SL.12.1, SL.12.1, SL.12.1.a, SL.12.1.c, SL.12.5</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 526-527 Present a Reflective Narrative Prompt: _____'s world changed forever when . . .</p>				<p>Standards: SL.12.1, SL.12.4</p>		

Overview: Independent Learning	
Days 27-28	
<p>TG p. 528-529, 530A-530F, 530-533</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> • from Pilgrim’s Progress by John Bunyan • The Lamb by William Blake • The Tyger by William Blake • The Chimney Sweeper by William Blake • Sleep by NOVA scienceNOW, hosted by Neil deGrasse Tyson • from The Pillow Book by Sei Shōnagon, translated by Ivan Morris • Kubla Khan by Samuel Taylor Coleridge 	<p>Standards: RI.12.10, RL.12.10</p>
End-of-Unit Performance-Based Assessment	
Days 29-30	
<p>TG p. 534-537</p> <p>Writing to Sources: Reflective Narrative</p> <p>Writing Prompt: When can the way we look at things lead to growth—and when can it hold us back?</p> <p>Speaking and Listening Outcome: Dramatic Reading</p>	<p>Standards: W.12.3.a-e, W.12.10, SL.12.1, SL.12.4</p>

GRADE 12, UNIT 5 : Discovering the Self					
INTRODUCTION	Day 1	Unit Video: What Is the Self? Discuss It: If you could draw a map of the self, what would be its regions?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Personal Narrative Launch Text: Early Dismissal (Lexile 1200L)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
Historical Perspectives Focus Period: 1798–1832 An Era of Change Anchor Text (Poetry Collection 1): <i>Lines Composed a Few Miles Above Tintern Abbey</i> by William Wordsworth <i>from The Prelude</i> by William Wordsworth Anchor Text (Poetry Collection 2): <i>Nightingale</i> by John Keats <i>Ode to the West Wind</i> by Percy Bysshe Shelley Anchor Text (Novel Excerpt): <i>from Frankenstein</i> by Mary Wollstonecraft Shelley	Performance-Based Assessment Task Write a Personal Narrative Prompt: How does the world around us contribute to our sense of self? Language Development: Conventions and Style: Spell Correctly W.12.3.a-e, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2, L.12.2.b	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question How do we define ourselves?	Unit Goals TG p. 540 <ul style="list-style-type: none"> Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes. RL.12.2 Expand knowledge and use of academic and concept vocabulary RL.12.4, RI.12.4 Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences. W.12.3 Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences. L.12.2 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
Reading Literary Text RL.12.2, RL.12.4, RL.12.5, RL.12.8, RL.12.9, RL.12.10		Speaking & Listening SL.12.1, SL.12.3, SL.12.5	Language L.12.1, L.12.2, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.5.b	Writing W.12.2, W.12.9.a	NOTES:

Making Meaning				Language Development	NOTES:	
Days 3-6						
<p>Historical Perspectives TG p. 548-551 Lines Composed: TG p. 554-567</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 555: Pay attention to the sound of the words the poet chose TG p. 556: look for details that show the speaker is addressing the river directly TG p. 557: look for words that show the roles nature plays for the speaker TG p. 558: Analyze theme TG p. 560: Note the author’s use of words starting with s</p> <p>RL.12.2, RL.12.4</p>	<p>Analyze the Text TG p. 564</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the essential question <p>RL.12.1</p>	<p>Analyze Craft and Structure TG p. 565 Literary Movement: Romanticism</p> <p>Romanticism Romantic Philosophy Emphasis on the Self Emphasis on Freedom Romantic Aesthetic Ordinary Diction Sensory Language</p> <p>RL.12.2, RL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 566 Words related to positive spiritual or emotional states</p> <p>tranquil sublime serene harmony bliss desire</p> <p>Denotation and Nuance</p> <p>L.12.4.c, L.12.5, L.12.5.b</p>	<p>Conventions and Styles TG p. 567 Wordsworth’s Poetic Structure Lyric poetry</p> <p>Variable Stanza Lengths Simple Language Blank Verse Fluid Line Breaks enjambment</p> <p>RL.12.5</p>	

Making Meaning			Language Development		Effective Expression	
Days 7-8						
<p>Ode to a Nightingale Ode to the West Wind: TG p. 568-583</p> <p>First Read Notice: who or what is “speaking” the poem and whether each poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 571: Interpreting conflict TG p. 604: notice and annotate the details that focus on the negative aspects of life TG p. 572: notice and annotate the words and phrases used to describe death TG p. 573: notice that the poet uses the same word to end one stanza and begin the next TG p. 575: Mark rhyming words at the ends of lines in part III TG p. 576: Mark details in part IV in which the speaker compares himself to something else</p> <p>RL.12.2, 2 RL.12.4</p>	<p>Analyze the Text TG p. 578</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Answer the essential question <p>RL.12.1</p>	<p>Analyze Craft and Structure TG p. 579 Literary Movement: Romanticism</p> <p>themes ode</p> <p>RL.12.2, RL.12.5</p>	<p>Concept Vocabulary and Word Study TG p. 580 Words related to death and decay</p> <p>hemlock requiem corpse decaying dirge sepulcher</p> <p>Latin Root: -corp-</p> <p>RL.12.5, L.12.4.c</p>	<p>Conventions and Styles TG p. 581 Use of Symbolism</p> <p>Symbol Theme</p> <p>RL.12.4, L.12.5</p>	<p>Writing to Compare TG p. 582-583 Informative Essay</p> <p>RL.12.2, W.12.2, W.12.5, W.12.9.a</p>

Making Meaning			Language Development		Effective Expression		
Days 10-13							
From Frankenstein: TG p. 584-603 First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 586: notice and highlight the details that convey intense emotion and describe the way the Creature describes himself TG p. 587: mark places in which the monster compares himself to Adam in the Bible and in John Milton's epic poem Paradise Lost. TG p. 589: mark details that show the Creature's response to the beauty of nature TG p. 590: Analyze characterization TG p. 592: notice and highlight a word that the Creature uses frequently to describe the villagers. TG p. 593: mark details that relate to Victor Frankenstein's Emotions TG p. 594: mark the highlights of the Creature's plan for his future TG p. 596: mark details that relate to the physical setting	Analyze the Text TG p. 598 <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question RL.12.1	Analyze Craft and Structure TG p. 599 Literary Movement: Gothic Literature Novel RL.12.5, RL.12.8, RL.12.9, L.12.5	Concept Vocabulary and Word Study TG p. 600 Words related to negative perceptions and reactions hideous odious despair dread consternation malicious Latin Root: -mal- L.12.4.B, L.12.4.d, L.12.5	Conventions and Style TG p. 601 Commas in Elliptical Sentences elliptical sentence L.12.1, L.12.2	Writing to Sources TG p. 602 Personal Narrative W.12.3. W.12.3.a, W.12.3.b	Speaking and Listening TG p. 603 Research Presentation SL.12.1, SL.12.2, SL.12.5
Performance Task: Writing Focus							
Days 14-15							
TG p. 604-611 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		

UNIT 5 Small-Group Learning		GRADE 12		Discovering the Self	
Introduction Day 16					
<p>Novel Excerpt: <i>from Mrs. Dalloway</i> by Virginia Woolf</p> <p>Poetry Collection 3: <i>Apostrophe to the Ocean from Childe Harold's Pilgrimage</i> by George Gordon, Lord Byron <i>The World Is Too Much With Us</i> by William Wordsworth <i>London, 1802</i> by William Wordsworth</p> <p>Novel Excerpt: <i>The Madeleine from Remembrance of Things Past</i> by Marcel Proust</p> <p>Science Journalism: <i>The Most Forgetful Man in the World from Moonwalking With Einstein</i> by Joshua Foer</p> <p>Media (Radio Broadcast): When Memories Never Fade, the Past Can Poison the Present from All Things Considered by Alix Spiegel</p>	<p>Performance-Based Assessment Task Present a Narrative Prompt: What does it mean to find or lose oneself? SL.12.1, SL.12.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question How do we define ourselves?</p>	<p>Unit Goals TG p. 540</p> <ul style="list-style-type: none"> • Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes. RL.12.2 • Expand knowledge and use of academic and concept vocabulary RL.12.4, RI.12.4 • Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences. W.12.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences. L.12.2 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
<p>Reading Literary Text RL.12.3, RL.12.4, RL.12.5, RL.12.10</p>	<p>Reading Informational Text RI.12.4, RI.12.6, RI.12.7, RI.12.10</p>	<p>Speaking & Listening SL.12.1, SL.12.1.a, SL.12.1.b</p>	<p>Language L.12.1, L.12.1.a, L.12.2, L.12.3, L.12.4, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.5.a, L.12.6</p>	<p>Writing W.12.1, W.12.1.a, W.12.3, W.12.7, W.12.8, W.12.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-18						
<p>Mrs. Dalloway TG p. 616-623</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the text</p>	<p>Close Read TG p. 617: Analyze flashbacks</p>	<p>Analyze the Text TG p. 620</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.12.1, SL.12.4</p>	<p>Analyze Craft and Structure TG p. 621 Author’s Choices:</p> <p>Modernist Structures modernism stream-of-consciousness narration nonlinear narratives Psychologies</p> <p>RL.12.3, RL.12.5</p>	<p>Concept Vocabulary and Word Study TG p. 620 Words all evoke a dreary mood</p> <p>solemnity leaden dejected</p> <p>Anglo-Saxon Suffix: -en</p> <p>L.12.4, L.12.4.b</p>	<p>Conventions and Style TG p. 622 Using Dashes for Effect</p> <p>L.12.2, L.12.3</p>	<p>Speaking and Listening TG p. 623</p> <p>Oral Presentation panel discussion debate response to literature</p> <p>SL.1, SL.1.a, SL.1.b</p>

Making Meaning				Language Development	Effective Expression	
Days 19-20						
<p>Apostrophe to the Ocean The World is Too Much: TG p. 624-635</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 626: Understand apostrophe TG p. 629: Analyze figurative language</p>	<p>Analyze the Text TG p. 632</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 633 Figurative Language</p> <p>figurative language simile metaphor personification oxymoron apostrophe</p>	<p>Concept Vocabulary and Word Study TG p. 632 Words that describe things as being unpleasant</p> <p>torrid sordid stagnant</p> <p>Cognates</p>	<p>Conventions and Style TG p. 634 Archaic Diction</p>	<p>Research TG p. 635</p> <p>Historical Investigative Research Report</p> <p>report that compares report that explains report that analyzes</p>
	L.12.5	SL.12.1, SL.12.4	RL.12.4, L.12.5	L.12.4, L.12.4.c, L.12.5	L.12.1, L.12.1.a	W.12.7, W.12.8

Making Meaning				Language Development	Effective Expression	
Days 21-22						
<p>The Madeleine TG p. 636-645</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 637: Analyze sensory language</p> <p>L.12.5</p>	<p>Analyze the Text TG p. 642</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question <p>RI.12.1, SL.12.1, SL.12.4</p>	<p>Concept Vocabulary and Word Study TG p. 642</p> <p>Words all describe intangible attributes of things</p> <p>innocuous illusory impalpable</p> <p>Latin Prefix: in-</p> <p>L.12.4.b, L.12.4.d</p>	<p>Analyze Craft and Structure TG p. 643</p> <p>Impact of Word Choice on Themes</p> <p>sensory language</p> <p>RL.12.4, L.12.5</p>	<p>Conventions and Style TG p. 644</p> <p>Rhetorical Devices</p> <p>rhetorical device anaphora</p> <p>RL.12.5</p>	<p>Writing to Sources TG p. 645</p> <p>Narrative</p> <p>narrative retelling fictional diary entry extension</p> <p>W.12.3</p>

Making Meaning				Language Development	Effective Expression	
Days 23-25						
<p>The Most Forgetful Man TG p. 646-657</p> <hr/> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 648: Analyze narrative style TG p. 650: Analyze tone TG p. 653: Analyze scientific articles</p>	<p>Analyze the Text TG p. 655</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Technical Vocabulary TG p. 655 Words are all related to psychology and the study of the mind</p> <p>amnesia cognitive pathological</p> <p>Greek Prefix: a-</p>	<p>Analyze Craft and Structure TG p. 656 Science Journalism</p> <p>science journalism purposes</p>	<p>Conventions and Style TG p. 656 Technical Writing and Audience</p> <p>technical writing definition simile metaphor</p>	<p>Writing to Sources TG p. 657 Narrative</p> <p>narrative retelling fictional diary entry extension</p>
		RI.12.1, SL.12.1, SL.12.4	L.12.4.a, L.12.4.b	RI.12.4, RI.12.6	L.12.3	W.12.3

Making Meaning			Effective Expression	NOTES:
Days 23-25				
<p>Memories Never Fade TG p. 646-657</p>	<p>Close Review TG p. 659: Analyze evidence</p>	<p>Analyze the Media TG p. 661</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Media Vocabulary TG p. 661</p> <p>Words to use while discussing radio broadcasts</p> <p>host correspondent interviewee</p>	<p>Writing to Compare TG p. 662</p> <p>Evaluative Essay</p>
<p>First Review Listen: and note who is speaking, what they're saying, and how they're saying it Note: elements you find interesting and want to revisit. Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check and write a brief selection of the summary</p>		<p>RI.12.1, SL.12.1, SL.12.4</p>	<p>L.12.6</p>	<p>RI.12.7, W.12.1.a, W.12.1, W.12.5, W.12.9.b</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 664-665</p> <p>Present a Narrative</p> <p>Prompt: What does it mean to find or lose oneself?</p>			<p>Standards: SL.12.1, SL.12.4</p>	

Overview: Independent Learning

Days 27-28

TG p. 666-667, 668A-668F, 668-671

Select and read a story from selections available online

- Seeing Narcissists Everywhere by Douglas Quenqua
- A Year in a Word: Selfie by Gautam Malkani
- from Time and Free Will by Henri Bergson
- from The Portrait of a Lady by Henry James

Standards: RL.12.10, RI.12.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 672-675

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

GRADE 12, UNIT 6 : Finding a Home					
INTRODUCTION	Day 1	Unit Video: The British Empire Sets Its Sights West Discuss It: How do you define “home” when your nation is a global empire?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative Text Launch Text: Home Away From Home (Lexile 1120L)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
HISTORICAL PERSPECTIVES Focus Period: 1901–Present A Changing World Anchor Text (Essay): <i>Back to My Own Country:</i> <i>An Essay by Andrea Levy</i> Anchor Text (Essay): <i>Shooting an Elephant</i> by George Orwell	Performance-Based Assessment Task Mode: 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 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	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What does it mean to call a place home?	Unit Goals TG p. 678 <ul style="list-style-type: none"> • Evaluate written informative texts by analyzing how authors introduce and develop central ideas. RI.12.2 • Expand knowledge and use of academic and concept vocabulary RI.12.4 • Write an informative essay in which you effectively convey complex ideas, concepts, and information. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
Reading Literary Text	Reading Informational Text RI.12.1, RI.12.3, RL.12.5, RI.6.10, RI.12.10	Speaking & Listening	Language L.12.1.a, L.12.1.b, L.12.3, L.12.5	Writing W.12.2.a-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	NOTES:

UNIT 6 Whole Class Learning			GRADE 12		Finding a Home	
Making Meaning			Language Development		NOTES:	
Days 3-8						
<p>Historical Perspective Back to My Own Country TG p. 686-703</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 691: notice and highlight the details that describe the Caribbean man’s mannerisms and the author’s reaction to him TG p. 692: Mark details in paragraph 4 that show the author’s “Englishness.” TG p. 694: notice and highlight the details that describe the incident in a racism awareness course TG p. 696: Investigate setting TG p. 697: notice and highlight the details about the kinds of information the British included in the curriculum. TG p. 698: Mark details in paragraph 35 that describe the “gift” of postwar immigration.</p>	<p>Analyze the Text TG p. 700:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Make inferences <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 701 Author’s Point of View and Purpose</p> <p>essay point of view author’s purpose</p>	<p>Concept Vocabulary and Word Study TG p. 702 Words related to encounters between cultures</p> <p>assimilate entitlement upbringing myriad indigenous hybrid</p> <p>Etymology and Usage</p>	<p>Conventions and Style TG p. 703 Voice and Development of Ideas</p> <p>rhetorical question sentence fragment</p>	
		RL.12.1	RI.12.6		RI.12.6	

	RI.12.1			L.12.1.a, L.12.1.b, L.12.3		
Making Meaning				Language Development		Effective Expression
Days 9-13						
Shooting an Elephant: TG p. 704-717	Close Read TG p. 705: mark words Orwell uses to describe the way Burmese people feel about Europeans TG p. 706: mark sentences that show Orwell's feelings about the British and Burmese TG p. 707: mark details that describe the events that are taking place TG p. 708: mark adjectives that Orwell uses to describe his mission TG p. 709: In paragraph 9, mark the details of Orwell's Plan TG p. 710: paragraph 14, mark people's responses to the killing of the elephant RI.12.4, RI.12.3	Analyze the Text TG p. 712 <input type="checkbox"/> Interpret <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Make a judgement <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the Essential Question RL.12.1	Analyze Craft and Structure TG p. 713 Situational Irony cultural conflict irony verbal irony situational irony RI.12.1, RI.12.3	Concept Vocabulary and Word Study TG p. 714 Words related to political struggles imperialism supplant despotic conventionalized resolute pretext Word Origins and Connotation L.12.4.b	Conventions and Style TG p. 715 Formal and Informal Language formal language informal language tone RI.12.6, L.12.3	Writing to Sources TG p. 716-717 Compare-and-Contrast Essay Voice Tone Diction Sentence structure RI.12.3, RI.12.5, W.12.2, W.12.2.a, W.12.2.c, W.12.2.f, W.12.9.b
Performance Task: Writing Focus						
Days 14-15						
TG p. 718-715 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	

UNIT 6 Small-Group Learning		GRADE 12		Finding a Home	
Introduction Day 16					
<p>HISTORY <i>from A History of the English Church and People</i> Bede, translated by Leo Sherley-Price Media (Website): <i>from History of Jamaica</i> Encyclopaedia Britannica Poetry Collection 1: <i>The Seafarer</i> translated by Burton Raffel <i>The Seafarer Dover Beach</i> by Matthew Arnold <i>Escape From the Old Country</i> by Adrienne Su Poetry Collection 2: <i>The Widow at Windsor</i> by Rudyard Kipling <i>From Lucy: Englan' Lady</i> by James Berry</p>	<p>Performance-Based Assessment Task Present a Panel Discussion Prompt: What makes a place important enough to write about? SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What does it mean to call a place home?</p>	<p>Unit Goals TG p. 678</p> <ul style="list-style-type: none"> • Evaluate written informative texts by analyzing how authors introduce and develop central ideas. RI.12.2 • Expand knowledge and use of academic and concept vocabulary RI.12.4, RI.12.4 • Write an informative essay in which you effectively convey complex ideas, concepts, and information. W.12.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.12.7 • Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas. L.12.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.12.1 • Integrate audio, visuals, and text in presentations SL.12.5 	
Standards Taught					
<p>Reading Literary Text RL.12.2, RL.12.3, RL.12.4, RL.12.5, RL.12.10</p>	<p>Reading Informational Text RI.12.1, RI.12.5, RI.12.7, RI.12.10</p>	<p>Speaking & Listening SL.12.4</p>	<p>Language L.12.1.a, L.12.1.b, L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.c, L.12.5, L.12.6</p>	<p>Writing W.12.2, W.12.2.e, W.12.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:
Day 17					
<p>A History of the English Church and People TG p. 730-737</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 733: Identify extended metaphor TG p. 822: Understand eighth century texts</p>	<p>Analyze the Text TG p. 735</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 736 Elements of Historical Writing</p> <p>hierarchy</p>	<p>Concept Vocabulary and Word Study TG p. 735 Words related to size or number</p> <p>breadth abounding innumerable</p> <p>Anglo-Saxon Suffix: -th</p>	<p>Conventions and Style TG p. 737 Punctuation in Series — serial, or Oxford comma</p>
	L.12.5	RI.12.1, SL.12.1, SL.12.4	RI.12.1, RI.12.5	L.12.4.b, L.12.4.c	L.12.1.a, L.12.1.b, L.12.2

Making Meaning			Effective Expression		NOTES:
Day 18					
History of Jamaica TG p. 738-743	Close Review TG p. 739: Analyze design	Analyze the Media TG p. 741 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question	Media Vocabulary TG p. 741 Words to use while discussing online encyclopedia articles entry cross-reference hyperlink	Writing to Compare TG p. 742-743 Comparison-and Contrast Essay	
First Review Explore: the interactive media to learn about the ideas it presents. Note: elements you find interesting and want to revisit. Connect: ideas in the interactive media to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check		RI.12.1, SL.12.1, SL.12.4	L.12.6	RI.12.1, RI.12.7, W.12.2, W.12.5, W.12.5, W.12.9.b	

Making Meaning				Language Development		Effective Expression	
Days 19-22							
<p>The Seafarer Dover Beach Escape From the Old Country TG p. 744-757</p> <hr/> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 747: Analyze point of view TG p. 751: Analyze rhythm, cadence and rhyme</p>	<p>Analyze the Text TG p. 754</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 754</p> <p>Words are about the strong feelings people have when they are far from home</p> <p>desolation fervent blanch</p> <p>Latin Root: -sol-</p>	<p>Analyze Craft and Structure TG p. 755:</p> <p>Theme</p> <p>Universal theme Culturally specific theme Historical context</p>	<p>Conventions and Style TG p. 756</p> <p>Forms of Address</p> <p>point of view direct address implied audience</p>	<p>Speaking and Listening TG p. 757</p> <p>Podcast</p> <p>informative presentation descriptive analysis roundtable discussion</p>	
	RL.12.6,	RL.12.1, SL.12.1, SL.12.4	L.12.4,L.12.4.a, L.12.4.d	RL.12.2	RL.12.3, L.12.3	SL.12.1, SL.12.4	

Making Meaning				Language Development		Effective Expression
Days 23-25						
<p>The Widow at Windsor From Lucy: TG p. 758-767</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 761: Analyzing tone TG p. 762: Investigate simile</p>	<p>Analyze the Text TG p. 764</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 764</p> <p>Words related to soldiers who served in the military</p> <p>cavalry stores rank</p> <p>Multiple-Meaning Words</p>	<p>Analyze Craft and Structure TG p. 765</p> <p>Author’s Choices: Structure</p> <p>dramatic monologues</p>	<p>Conventions and Style TG p. 766</p> <p>Dialect</p>	<p>Writing to Sources TG p. 767</p> <p>Formal Analysis</p> <p>overview explanation compare-and-contrast analysis</p>
	RL.12.4,	RL.12.1, SL.12.1, SL.12.4	L.12.4, L.12.5	RL.12.5	RL.12.4, L.12.3	W.12.2, W.12.2.e
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 768-769</p> <p>Present a Panel Discussion</p> <p>Prompt: What makes a place important enough to write about?</p>					<p>Standards: SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6</p>	

Overview: Independent Learning

Days 27-28

TG p. 770-771, 772A-772F, 772-775

Select and read a story from selections available online

- St. Crispin’s Day Speech from Henry V, Act IV, Scene iii BY William Shakespeare
- Home Thoughts, From Abroad by Robert Browning
- from The Buried Giant by Kazuo Ishiguro
- My Old Home by Lu Hsun
- from Writing as an Act of Hope by Isabel Allende

Standards: RL.12.10, RI.12.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 776-779

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