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| **12th Grade – What Does the World Expect of Me?**  **Unit 1 – What is worth the effort?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAS Standards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAS Standards** | key ideas & details  1 – cite textual evidence/draw inferences  2 – determine central ideas/themes/summarize  3 – analyze characters | 2 – informative/explanatory  7 – short/sustained research | | 2 – diverse media formats  4 – presentation of information | 1 - conventions  Refer to progressions and address student needs |
| **Major Text** | **General** | | **Honors** | | |
| *The Canterbury Tales* – Chaucer  or  *Beowulf/Grendel*  \*or at teacher discretion | | *The Canterbury Tales* – Chaucer  or  *Beowulf/Grendel* or *The Iliad*  \*or at teacher discretion | | |
| **Terminology** | •allusion •rhetoric •satire (sarcasm, understatement, irony, etc.) perspective | | | | |
| **Writing** | • Cover letter, resume, college essay | | | | |
| **Research** | • Reinforce previous research skills and synthesize multiple sources effectively connecting to a central question (find it – support it – effectively integrate it - connect it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |

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| **12th Grade – What Does the World Expect of Me?**  **Unit 2 – When is a risk worth taking?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAS Standards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAS Standards** | craft & structure  4 – determine meanings of words and phrases  5 – analyze structure  6 – analyze point of view | 1 – argument  3 – narrative integrated into argument  8 – gather sources | | 6 – adapt speech to contexts | 2 – hyphenation  **(ACT Focus Standards)**  • pronouns: reflective, possessive, relative  • pronoun- antecedent agreement (when in separate clauses or sentences)  • subject-verb agreement (with some text between the two) |
| **Major Text** | **General** | | **Honors** | | |
| *Brave New World* – Aldous Huxley  or  *Black Boy* – Richard Wright  or  *Fahrenheit 451*—Ray Bradbury / *1984*—George Orwell  \*or at teacher discretion | | *A Doll’s House* – Henrik Ibsen  or  *Brave New World –* Aldous Huxley  or  *Fahrenheit 451*—Ray Bradbury / *1984*—George Orwell  \*or at teacher discretion | | |
| **Terminology** | •figurative/ literal language •aesthetic impact •theme/ universal idea •epiphany •paradox  assumption ambiguity | | | | |
| **Writing** | • Argument  - with narrative elements  - Focused writing (writing task, timed, etc.) | | | | |
| **Research** | • Reinforce previous research skills and synthesize multiple sources effectively connecting to a central question (find it – support it – effectively integrate it – connect it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |

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| **12th Grade – What Does the World Expect of Me?**  **Unit 3 –Is it important to face reality?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAS Standards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAS Standards** | craft & structure  4 – determine meanings of words and phrases  5 – analyze structure  6 – analyze point of view  integration of knowledge and ideas  7 – analyze multiple interpretations | 2 – informative/explanatory  3 – narrative integrated into informative/explanatory  7 – short/sustained research | | 3 – evaluate speaker’s point of view | 1, 2 - conventions  **(ACT Focus Standards)**  • past and past participle of irregular but commonly used verbs  • comparative and superlative adjectives  • conjunctive adverbs/phrases |
| **Major Text** | **General** | | **Honors** | | |
| *Macbeth –* Shakespeare  \*or at teacher discretion | | *Macbeth* – Shakespeare  \*or at teacher discretion | | |
| **Terminology** | antithesis soliloquy quatrain tragic flaw comic relief | | | | |
| **Writing** | • Research Paper  - integrates narrative, informative/explanatory and argument  - Focused writing (writing task, timed, etc.) | | | | |
| **Research** | • Reinforce previous research skills and synthesize multiple sources effectively connecting to a central question (find it – support it – effectively integrate it - connect it)  • Annotated Bibliography - students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |

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| **12th Grade – What Does the World Expect of Me?**  **Unit 4 –Whose life is it anyway?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAS Standards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAS Standards** | key ideas & details  1 – cite textual evidence/draw inferences  2 – determine central ideas/themes/summarize  3 – analyze characters | 4 – clear and consistent writing  5 – writing process  6 – technology to produce | | 2 – integrate multiple sources in diverse media formats  5 – make strategic use of digital media | 1, 2 – conventions  3.a – syntax  **(ACT Focus Standards)**  • sentence fragments  • sentence combining techniques to avoid comma splices, run-on sentences, and sentence fragments, especially in sentences with compound subjects or verbs |
| **Major Text** | **General** | | **Honors** | | |
| *The Namesake\* –* Jhumpa Lahiri  or  *Bless Me, Ultima* – Rudolfo Anaya  \*or at teacher discretion | | *The Namesake\* –* Jhumpa Lahiri  or  *Jane Eyre\* –* Charlotte Bronte  or  *Bless Me, Ultima* – Rudolfo Anaya  \*or at teacher discretion | | |
| **Terminology** | •analysis •inference •implicit/explicit •syntax | | | | |
| **Writing** | • Research Paper  - integrates narrative, informative/explanatory and argument  • Compile portfolio | | | | |
| **Research** | • Reinforce previous research skills and synthesize multiple sources effectively connecting to a central question (find it – support it – effectively integrate it - connect it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |

• indicates word introduced in previous unit