Program of Studies Description

CORE English 12
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Students will focus on reading, writing, speaking, and listening and will use close reading opportunities that support text analysis. This course will provide students with higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to: “forging a hero”, ”the trap of time, “discovering the self,” and “exile and belonging,” as presented in text selections. The novel *The Red Bandanna* will serve as an anchor text for literary analysis, text-dependent responses, and discussion. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. An emphasis on the writing process, specifically writing with a “defined” perspective, purpose, and to a particular audience, will help students complete various genres of writing and learn basic MLA citation format. The focused study of grammar will be combined with a practical study of vocabulary to help students score proficiently on standardized tests and be college and career-ready.

Syllabus

CORE English 12
Syllabus

Course Description:
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REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Unit 1: Forging a Hero Argumentative Writing **Ongoing Grammar within the context of unit literature.** **Ongoing Vocabulary study within context of literature, with supplemental study.**	**Q1 (10 weeks)**	CC.1.5.12.A Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.2.12.G Diverse Media: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	**Selection Quizzes (summative)** **Unit Test (summative)** **Argument Essay (summative)** **Deliver a short classical speech (formative)** **IXL reading, writing, grammar quiz (summative)** **Formative assignments will vary by needs of each class section.**

		CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.12.C Content: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.12.D Organization: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole;	

		use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.5.12.C Evaluating Information: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.12.F Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. Anchor_CCR.R.12.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Unit 3: Trap of Time Argumentative Writing **Ongoing Grammar within the context of unit literature.**	**Q2 (10 weeks)**	CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and	**Selection Quizzes (summative)** **Unit Test (summative)** **Literary Analysis Essay (summative)** **Present an Argument (formative)**

Ongoing Vocabulary study within context of literature, with supplemental study.		conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.2.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	**IXL reading, writing, grammar quiz (summative)** **Formative assignments will vary by needs of each class section.**
Unit 5: Discovering the Self **Ongoing Grammar within the context of unit literature.** **Ongoing Vocabulary study within context of literature, with supplemental study.**	**Q3 (10 weeks)**	CC.1.2.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.12.G	**Selection Quizzes (summative)** **Unit Test (summative)** **Write a Personal Essay (summative)** **Present a Panel Discussion (Formative)** **IXL reading, writing, grammar quiz (summative)** **Formative assignments will vary by needs of each class section.**

		Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.K Style: Write with an awareness of the stylistic aspects of composition. CC.1.4.12.K1	

		Style: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.5.12.A Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Unit 6: Exile and Belonging Informative Essay **Ongoing Grammar within the context of unit literature.** **Ongoing Vocabulary study within context of literature, with supplemental study.**	**Q4 (10 weeks)**	CC.1.3.12.G Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the	**Selection Quizzes (summative)** **Unit Test (summative)** **Write a Research Report (summative)** **Deliver a Multimedia Presentation (Formative)** **IXL reading, writing, grammar quiz (summative)** **Formative assignments will vary by needs of each class section.**

		most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.K Style: Write with an awareness of the stylistic aspects of composition. CC.1.4.12.K1 Style: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
		CC.1.2.12.A Main Idea: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.12.C	

		Text Analysis: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.12.D Point of View: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.12.E Text Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.5.12.D Purpose, Audience, and Task: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization,	

		development, substance, and style are appropriate to purpose, audience, and task.	
		CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning	

		words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

Resources: Savvas My Perspectives (2027), The Red Bandana by Rinaldi, Tom

(Unit 1) Curriculum Map)

English 12
Curriculum Map

Unit 1	**Forging a Hero**				
Writing Piece	**Argumentative Writing**				
Big Idea	**In this unit, students gain knowledge of the nature of heroism.**				
Unit Essential Questions:	**What makes a hero?**				
Total Number of Days for Unit	**1 Marking Period/10 weeks**				
Date/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials/Resources**	**Common Assessments**	**Link to Profile of a Zephyr**
1 Day	RI.2; W.10; SL.1; L.6	Textbased: Concept Vocabulary, Word Wall, Word Study, Academic Vocabulary	Mentor Text: The Ultimate Hero	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	
1 Day	CC.1.5.12.A Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing		There's More Than One Kind of Journey: The Hero's Journey and the Heroine's		

	their own clearly and persuasively. Acquire and use accurately General academic and domain specific words and phrases... College and Career Readiness level Cite strong and thorough textual evidence to support analysis.. inferences drawn from the text		Journey		
2-4 Days	CC.1.2.12.G Diverse Media: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Textbased: Concept Vocabulary, Word Wall, Word Study, Academic Vocabulary	from Beowulf Pick excerpts	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test-Unit 1 test	

	CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.A				

	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.12.C Content: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.12.D Organization: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.5.12.C Evaluating Information: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative,				

	orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.12.F Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.12.G Demonstrate command of the conventions of standard English when speaking based on grades 11–12 level and content. Anchor_CCR.R.12.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
1-2 Days	CC.1.2.12.J Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Text-based: Concept Vocabulary, Word Wall, Word Study, Academic Vocabulary	From Beowulf, Graphic Novel	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test- Unit 1 test	

	CC.1.3.12.G Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while				

	pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.K Style: Write with an awareness of the stylistic aspects of composition. CC.1.4.12.K1 Style: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.5.12.A Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
2-4 Days	CC.1.3.12.G Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded	Textbased: Concept Vocabulary, Word Wall, Word Study,	Write an Argumentative Essay	Argumentative Essay	

	or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.K Style: Write with an awareness of the stylistic aspects of composition. CC.1.4.12.K1 Style: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.12.S	Academic Vocabulary			

	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.				
2-3 Days	CC.1.2.12.A Main Idea: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.12.C Text Analysis: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.12.D Point of View: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.12.E	Textbased: Concept Vocabulary, Word Wall, Word Study, Academic Vocabulary	Accidental Hero-Zadie Smith (use Bridge Text with students	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test- Unit 1 test	

	Text Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.5.12.D Purpose, Audience, and Task: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and				

	style are appropriate to purpose, audience, and task.				
2-4 Days	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F	Textbased: Concept Vocabulary, Word Wall, Word Study, Academic Vocabulary	Poetry Collection 1: **Dulce et Decorum Est-Wilfred Owen** **The Song of Mud- Mary Borden** ~~Thanks-Yusef Komunyakaa~~ ~~Thoughts of Hanoi-Nguyen - Thi Vinh~~	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test- Unit 1 test	

	Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source				

	and following a standard format for citation.				
1-2 Day		Textbased: Concept Vocabulary, Word Wall, Word Study, Academic Vocabulary	Independent Learning: Teacher's Choice from unit selection **Gandhi's Speech "Defending Nonviolent Resistance**"	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test- Unit 1 test	
2-4 Days			Performance Assessment	Summative writing assessment	

Novel Study-The Red Bandanna(Unit 1)

Unit 1	**Forging a Hero**				
Writing Piece	**Argumentative Writing**				
Big Idea	**In this unit, students gain knowledge of the nature of heroism.**				
Unit Essential Questions:	**What makes a hero?**				
Total Number of Days for Unit	**1 Marking Period/10 weeks- with unit 1**				
Date/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials/Resources**	**Common Assessments**	**Link to Profile of a Zephyr**
2 weeks	Reading Informational Text (CC.1.2): Students analyze how the author unfolds the series of events in Welles Crowther's life and death, focusing on structure and evidence. Key Ideas and Details (CC.1.2.6-12.A-C): Students determine the central ideas or conclusions of the text and cite specific textual evidence to support analysis of the story. Craft and Structure (CC.1.2.6-12.F-G): Students analyze the author's tone, word	Textbased: Next page	The Red Bandanna	Formative will vary by needs of each class section Summative- Selection Quiz/Unit Test	

	choice, and the structure of the narrative, particularly how specific paragraphs or chapters contribute to the overall theme of heroism. Writing (CC.1.4.6-12):Students produce writing that draws evidence from the text to support analysis or reflection on the themes of the book. Integration of Knowledge and Ideas (CC.1.2.6-12.H-I): Students evaluate the arguments and specific claims made in the text, assessing whether the reasoning is sound and the evidence is relevant.				

Thematic & Character Vocabulary
Legacy (n.): The long-lasting impact or achievements of a person's life.
Sacrifice (n.): The act of giving up something valued for the sake of something else; crucial to the theme of the book.
Valor (n.): Great courage in the face of danger, particularly in battle or crisis.
Fortitude (n.): Courage and strength in enduring pain or adversity.
Altruism (n.): Disinterested and selfless concern for the well-being of others.
Camaraderie (n.): Trust and friendship among people who spend a lot of time together (e.g., firefighters).
Resilience (n.): The capacity to recover quickly from difficulties.

Contextual & Situational Vocabulary
Commemoration (n.): A ceremony or celebration in which a person or event is remembered.
Infrastructure (n.): The basic physical structures (e.g., World Trade Center) necessary for society.
Radioactivity (n.): The release of particles, relevant to the health struggles mentioned.
Evocative (adj.): Bringing strong images or feelings to mind.
Reverberations (n.): Long-lasting effects or echoes of an event.

Descriptive & Analytical Vocabulary
Grueling (adj.): Extremely tiring and demanding, describing the rescue efforts.
Implicit (adj.): Suggested though not directly expressed.
Profound (adj.): Having or showing great knowledge or insight.
Unwavering (adj.): Steady and resolute.
Venerated (adj.): Regarded with great respect.

(Unit 3) Curriculum Map (Unit 3)

English 12
Curriculum Map

Unit 3	**The Trap of Time**
Writing Piece	**Argumentative Writing (Research Paper)**
Big Idea	**In this unit, students are exposed to various writers' explorations of the effects and the inevitability of time's passage.**
Unit Essential Questions:	**How much does the past determine the future?**
Total Number of Days for Unit	**1 Marking Period/10 Weeks**

Days/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
1 day		Text-based: Concept Vocabulary; Word Study/Word Wall; Academic Vocabulary	Mentor Text: "Better to Have Never Met at All"	Formative will vary by needs of each class section Summative- Selection Quiz/Unit Test	
3 weeks	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	Text-based: Concept Vocabulary; Word	*Macbeth Act I 1st 2 years will still do Hamlet*	Literary Analysis Essay- Performance	

	grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.5.12.E Context: Adapt speech to a variety of contexts and tasks. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when	Study/Word Wall; Academic Vocabulary		Task	

	writing or speaking to support conclusions drawn from the text.				
	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts.		Act II	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.F Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.H.1 Focus: Introduce the precise, knowledgeable claim. CC.1.4.12.J Organization: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.				

	CC.1.4.12.L Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.12.R Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
	CC.1.2.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate		Act III	Formative will vary by needs of each class section Summative-Selection	

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts.			Quiz/Unit Test	

	CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.5.12.B Critical Listening: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.12.E Context: Adapt speech to a variety of contexts and tasks. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite				

	specific textual evidence when writing or speaking to support conclusions drawn from the text.				
	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and		Act IV	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B		*Act V*		

English 12
Curriculum Map

	Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.B Focus: Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.12.G				

	Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.H Focus: Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.12.H.1 Focus: Introduce the precise, knowledgeable claim. CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.J Organization: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.				

English 12
Curriculum Map

	CC.1.5.12.D Purpose, Audience, and Task: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.12.F Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.CC.1.2.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.12.B				

English 12
Curriculum Map

	Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.G Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.H.1 Focus: Introduce the precise, knowledgeable claim.				

	CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.J Organization: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.5.12.A				

English 12
Curriculum Map

	Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
1 week	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning	Text-based: Concept Vocabulary; Word Study/Word Wall; Academic Vocabulary	Poetry Collection 1- Sonnets Shakespeare's 12, 60 73 Spenser's Sonnet 75	Formative will vary by needs of each class section Summative- Selection Quiz/Unit Test Performanc e Task- Present an Argument about a position in response to time	

	words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.12.C Content: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
	CC.1.2.12.K		Half a Day		

English 12
Curriculum Map

	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F				

English 12
Curriculum Map

	Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.H Text Analysis: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.5.12.A Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
		Text-based: Concept Vocabulary; Word Study/Word Wall; Academic Vocabulary	Independent Learning: Teacher's Choice-Pick 1		

English 12
Curriculum Map

(Unit 5)Curriculum Map

English 12
Curriculum Map

Unit 5	**Discovering the Self**
Writing Piece	**Personal Essay**
Big Idea	**In this unit, students gain knowledge related to individuality and the sense of self.**
Unit Essential Questions:	**How do we define ourselves?**
Total Number of Days for Unit	**10 weeks**

Date/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
1-2 weeks	CC.1.2.12.G Diverse Media: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	Text Based: Concept Vocab Word Study Word Wall Academic Vocabulary	“Lines Composed a Few Miles Above Tintern Abbey” “The Prelude” William Wordsworth	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific				

	sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.B Focus: Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.12.H Focus: Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the				

	subject, demonstrating understanding of the subject under investigation. CC.1.5.12.F Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.				
1-2 weeks	CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the	Text Based: Concept Vocab Word Study Word Wall Academic Vocabulary	“Ode to a Nightingale” John Keats “Ode to the West Wind”Shelley “Apostrophe to the Ocean Byron	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.12.B Focus: Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.12.C Content: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples				

	appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.12.H Focus: Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.12.H.1 Focus: Introduce the precise, knowledgeable claim. CC.1.4.12.I Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.12.J Organization: Create organization that logically				

	sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating				

	understanding of the subject under investigation. CC.1.5.12.E Context: Adapt speech to a variety of contexts and tasks. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
2 days	CC.1.2.12.A Main Idea: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Text Based: Concept Vocab Word Study Word Wall Academic Vocabulary	“Writing as an Act of Hope” Isabelle Allende	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	CC.1.2.12.C Text Analysis: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.12.D Point of View: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.12.E Text Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level;				

	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words				

	and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.12.F Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.12.L Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard				

	English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.12.M Write narratives to develop real or imagined experiences or events. CC.1.4.12.O Content: Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.12.P Organization: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or				

	resolved over the course of the narrative. CC.1.4.12.R Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.5.12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.				
1-2 days	CC.1.2.12.A Main Idea: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an	Text Based: Concept Vocab Word Study Word Wall	“The Most Forgettable Man in the World" Joshua Foer	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	objective summary of the text. CC.1.2.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.12.D Point of View: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.12.E Text Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words	Academic Vocabulary			

	and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Anchor_CCR.R.12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				

(Unit 6)Curriculum Map

English 12
Curriculum Map

Unit 6	**Exile and Belonging**
Writing Piece	**Informative**
Big Idea	**In this unit, students gain knowledge of what it means to think of a place as "home".**
Unit Essential Questions:	**What does it mean to call a place "home"?**
Total Number of Days for Unit	**10 weeks**

Date/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
1 week		Text Based: Concept Vocab Word Study Word Wall Academic Vocabulary	" Home Away from Home" - Mentor Text model "The Ultimate Hero" essay- mentor text Joseph Campbell Hero's Journey- blog	Summative Assessment for each Unit:Test	

English 12
Curriculum Map

			A Changing World”- Victorian Background Essay		
2 weeks	CC.1.5.12.A Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Text Based: Concept Vocab Word Study Word Wall Academic Vocabulary	‘Shooting an Elephant”- Back to My Own Country” -Levy Personal Orwell Personal Essay/Non Fiction		
2-3 weeks	CC.1.2.12.G Diverse Media: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.12.K Determine or clarify the meaning of unknown and multiple-meaning words	Text Based: Concept Vocab Word Study Word Wall Academic Vocabulary	From a “History of the English Church and People” “The Seafarer, The End of Exile- Escape From the Old Country”- poetry	Formative will vary by needs of each class section Summative-Selection Quiz/Unit Test	

	and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.12.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.12.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.12.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.12.E Text Structure: Evaluate the structure of texts		“ Somewhere, It’s About to be Spring”- short story		

	including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.12.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.12.C Content: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the				

	audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.12.D Organization: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.5.12.C Evaluating Information: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				

English 12
Curriculum Map

	CC.1.5.12.F Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. Anchor_CCR.R.12.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				

12th Grade Vocab

Unit 1 Introduction

Argument (Academic Vocabulary)	purport v. (puhr PAWRT) Meaning: claim or profess Related words: purportedly, purported Additional words related to the root -port-: export, portable credible adj. (KREHD uh buhl) Meaning: believable; reliable Related words: credibly, credibility Additional words related to the root -cred-: incredible, credence assertion n. (uh SUR shuhn) Meaning: statement or declaration Related words: assert, assertive Additional words related to the root -ser-: sermon, series, insert presume v. (prih ZOOM) Meaning: take for granted; suppose Related words: presumed, presumably Additional words related to the root -sum-: consume, resume, sumptuous contradictory adj. (kon truh DIHK tuh ree) Meaning: logically inconsistent; incompatible Related words: contradict, contradiction Additional words related to the root -dic-: dictate, indicate
From Beowulf (Concept Vocabulary)	lair (lair) n. den; hiding place stalked (stawkt) v. pursued stealthily; hunted gorge (gawrj) v. fill (oneself) by eating greedily gruesome (GROO suhm) adj. horrible; ghastly

	writhing (RY thihng) adj. making twisting or turning motions loathsome (LOHTH suhm) adj. disgusting; detestable
From Beowulf: Graphic Novel (Media Vocab)	palette: range of colors and shades used by an illustrator, a painter, or another artist composition: arrangement of the parts of an image, whether drawn or recorded in some other visual format perspective: observer's position in relation to the figures and objects in a picture—for example, close up, middle distance, or long distance panel: individual scene in a comic or a graphic novel, often framed by a border angle: measurement of how much space, horizontal and vertical, is included in a single visual lighting/color: use of light, shadow, and color; dark and high-contrast images draw the eye more than light and low-contrast images.

Unit 3

Argument (Academic Vocabulary)	proficient adj. (pruh FIHSH uhnt) Meaning: highly skilled Related words: proficiently, proficiency Additional words related to root -fic-/-fac-: efficient, manufacture, deficit justify v. (JUHS tuh fy) Meaning: give a reason for; show to be right Related words: justification, justified Additional words related to root -jus-: justice, adjust, injustice diverse adj. (duh VURS) Meaning: varied Related words: diversity, diversely Additional words related to root -vert-/-vers-: diversion, invert, revert, introvert catalyst n. (KAT uh lihst) Meaning: thing creating or bringing about change Related words: catalyze, catalytic Additional words related to root -lys-: analyze, analyst, dialysis, paralyze, paralysis assertion n. (uh SUR shuhn) Meaning: statement or declaration Related words: assert, assertive Additional words related to root -ser-: dissertation, insert, desert
Concept Vocabulary: The Tragedy of Macbeth, Act III	foully (FOWL lee) adv. wrongly; in an evil way

	rancors (RANG kurz) n. angry feelings incensed (ihn SEHNST) v. made angry malice (MAL ihs) n. desire to hurt another person enrages (ehn RAY juhz) v. causes to become very angry malevolence (muh LEHV uh luhns) n. desire to do evil

Unit 5

	engender v. (ehn JEHN dur) Meaning: create; produce; cause Related words: engendering, engendered Additional words related to the root -gen-: degenerate, generation transformation n. (trans fur MAY shuhn) Meaning: act of changing Related words: transform, transformative Additional words related to the root -form-: formation, formative, informational, performance incorporate v. (ihn KAWR puh rayt) Meaning: combine; include Related words: incorporated, incorporation Additional words related to the root -corp-: corporate, corporation, corpuscle, corporal artifice n. (AHR tuh fihs) Meaning: sly or clever trick or strategy

	Related words: artificial, artificiality Additional words related to the root -art-: art, artistic, artistry, artisan, artifact inexorable adj. (ihn EHK sur uh buhl) Meaning: unable to be altered or changed Related words: inexorably, inexorability Additional words related to the root -ora-: oration, oracle, oratory, adore
	tranquil (TRANG kwuhl) adv. peaceful; calm sublime (suh BLYM) adj. magnificent; awe-inspiring serene (suh REEN) adj. peaceful; calm harmony (HAHR muh nee) n. oneness; peacefulness bliss (blihs) n. great happiness; ecstasy desire (dih ZYR) n. longing; strong wish or want

Unit 6

	migrate v. (MY grayt) Meaning: move from one place to settle in another; move with the seasons Related words: migrant, migration Additional words related to root -migr-: immigrant, immigrate, emigrant, emigrate modify v. (MOD uh fy) Meaning: change partially

	Related words: modified, modification Additional words related to root -mod-: modest, modern, moderate, modulate requisite adj. (REHK wuh ziht) Meaning: required; necessary; essential Related words: requisition, prerequisite Additional words related to root -quis-: inquisition, inquest, request, question reiterate v. (ree IHT uh rayt) Meaning: say or do several times; repeat Related words: iteration, reiteration implication n. (ihm pluh KAY shuhn) Meaning: indirect suggestion; hint Related words: implicate; imply Additional words related to root -plic- / -ply-: apply, complicate, duplicate, multiply

Resources

Resources

Resources: Savvas My Perspectives (2027), The Red Bandana by Rinaldi, Tom