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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 & details1 – cite textual evidence/draw inferences2 – determine central ideas/themes/summarize3 – analyze characters | 2 – informative/explanatory7 – short/sustained research | 2 – diverse media formats4 – presentation of information | 1 - conventions Refer to progressions and address student needs |
| **Major Text** | **General** | **Honors** |
| *The Canterbury Tales* – Chauceror*Beowulf/Grendel*\*or at teacher discretion | *The Canterbury Tales* – Chauceror*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) |

• indicates word introduced in previous unit

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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 & structure4 – determine meanings of words and phrases5 – analyze structure6 – analyze point of view  | 1 – argument3 – narrative integrated into argument8 – 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 Huxleyor*Black Boy* – Richard Wrightor*Fahrenheit 451*—Ray Bradbury / *1984*—George Orwell\*or at teacher discretion | *A Doll’s House* – Henrik Ibsenor*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 •paradoxassumption 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) |

• indicates word introduced in previous unit

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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 & structure4 – determine meanings of words and phrases5 – analyze structure6 – analyze point of viewintegration of knowledge and ideas7 – analyze multiple interpretations | 2 – informative/explanatory3 – narrative integrated into informative/explanatory7 – 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 & details1 – cite textual evidence/draw inferences2 – determine central ideas/themes/summarize3 – analyze characters | 4 – clear and consistent writing 5 – writing process 6 – technology to produce  | 2 – integrate multiple sources in diverse media formats5 – 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 Lahirior*Bless Me, Ultima* – Rudolfo Anaya\*or at teacher discretion | *The Namesake\* –* Jhumpa Lahirior*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