|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **12th Grade – What Does the World Expect of Me?**  **Unit 1 – What is worth the effort?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **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 KCAStandards** | 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 |
| **ACT College Readiness Standards** | [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus based on student need) |  | | | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus based on student need) |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *The Canterbury Tales* – Chaucer | | *The Canterbury Tales* – Chaucer  or  *Beowulf /Grendel* | | |
| **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) | | | | |
| **Authentic Community Connection** | • Students identify a global service learning project that they can implement. Students should gather information about how this project will have a positive impact on the world. | | | | |

• indicates word introduced in previous unit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **12th Grade – What Does the World Expect of Me?**  **Unit 2 – When is a risk worth taking?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **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 KCAStandards** | 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 College Readiness Standards** | [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus based on student need) |  | | | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus based on student need) |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *Brave New World* – Aldous Huxley  or  *A Doll’s House* – Henrik Ibsen | | *Black Boy* – Richard Wright  or  *Brave New World –* Aldous Huxley | | |
| **Terminology** | •figurative/ literal language •aesthetic impact •theme/ universal idea •epiphany •paradox  assumption ambiguity | | | | |
| **Writing** | • Argument  - with integrated 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) | | | | |
| **Authentic Community Connection** | • Students identify a global service learning project that they can implement. Students should gather information about how this project will have a positive impact on the world. | | | | |

• indicates word introduced in previous unit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **12th Grade – What Does the World Expect of Me?**  **Unit 3 –Is it important to face reality?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **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 KCAStandards** | 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 College Readiness Standards** | [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus based on student need) |  | | | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus based on student need) |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *Macbeth –* Shakespeare  or  *Henry IV* – Shakespeare | | *Hamlet –* Shakespeare  *or*  *Macbeth* – Shakespeare | | |
| **Terminology** | antithesis soliloquy quatrain tragic flaw comic relief | | | | |
| **Writing** | • Research Paper/Project  - 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) | | | | |
| **Authentic Community Connection** | • Students begin to implement a global service learning project.  • On-going student reflection should be an important component of this process. | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **12th Grade – What Does the World Expect of Me?**  **Unit 4 –Whose life is it anyway?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **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 KCAStandards** | 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 College Readiness Standards** | [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus based on student need) |  | | | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus based on student need) |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *The Namesake\* –* Jhumpa Lahiri  or  *Jane Eyre\* –* Charlotte Bronte | | *The Namesake\* –* Jhumpa Lahiri  or  *Bless Me, Ultima* – Rudolfo Anaya | | |
| **Terminology** | •analysis •inference •implicit/explicit •syntax | | | | |
| **Writing** | • Research Paper/Project (continuation from Unit 3)  - 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) | | | | |
| **Authentic Community Connection** | • Students implement a global service learning project.  • On-going student reflection should be an important component of this process. | | | | |

• indicates word introduced in previous unit