

***myPerspectives*[™] Florida English Language Arts**



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**Quarter 1 Curriculum Map (Textbook Units 5 & 6)
Grade 12 – Nassau County School District
2024-2025**

GRADE 12 | Q1 | UNITS 5 & 6: **Discovering the Self**

ESSENTIAL QUESTION: ***How do we define ourselves and how does that determine our future?***

PERFORMANCE BASED ASSESSMENT: **Collaborative Exploration**

STUDY: Current Events

NOTES:

****45 Instructional Days**

IMPORTANT DATES:

- Quarter 1: August 12-October 11
- September 2: Labor Day
- September 18: Half Day
- October: PSAT Day
- October 14th: Planning Day

Quarter 1: Units 5 & 6 Overview

In this unit, students will read many examples about people who are discovering and defining themselves.

Unit Goals

Students will be able to:

- Read texts that explore the idea of how we define ourselves and develop my own perspective.
- Answer a thematic question about self-definition by using vocabulary from my reading.
- Understand and use academic vocabulary related to narrative texts.
- Recognize and analyze elements of different genres, including poetry, novels, essays, and journalism.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a narrative in response to a thematic prompt.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others' ideas, develop consensus, and communicate effectively.
- Prepare and deliver an effective formal presentation.

Selections & Media

Whole-Class Learning

- Science Journalism: *The Most Forgetful Man in the World*, Joshua Foer (1060L)+
- Media, Radio Broadcast; *When Memories Never Fade, the Past Can Poison the Present*, Alix Spiegel
- Essay: "Shooting an Elephant," by George Orwell (1070L)
- Poetry Collection 2: *Ode to a Nightingale* • *Ode to the West Wind* • *Apostrophe to the Ocean*, John Keats • Percy Bysshe Shelley • George Gordon, Lord Byron (NP)
- Novel Excerpt: *from Mrs. Dalloway*, Virginia Woolf (780L)
- Novel Excerpt: *from Frankenstein* Mary Wollstonecraft Shelley (1040L)
- Current Events Project: A collaborative exploration study

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



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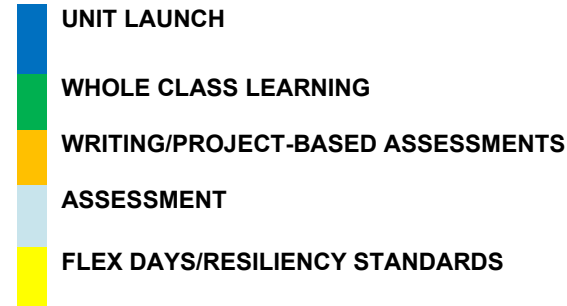


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EL Highlights

INSTRUCTIONAL MODEL



- Newspaper Article: “Seeing Narcissists Everywhere”, Douglas Quenqua (1300L) - optional supplemental readings and activities
- Newspaper Article: “A Year in a Word: Selfie,” Gautam Malkani (1150L) - optional supplemental readings and activities
- Current Events Project: A collaborative exploration study

[See BEST Reading List and SAVVAS library for additional text resources.](#)

Performance-Based Assessment

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and the Essential Question:

How do we define ourselves and how does that determine our future?

***Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**

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EL Highlights

1 DAY	2 DAYS	(Section: 4 Days) 1 DAY	1 DAY	1 DAY
RESILIENCY Citizenship	UNIT INTRODUCTION SE pp 652-658	SELECTION The Most Forgetful Man in the World Joshua Foer SE pp 760-768	SELECTION The Most Forgetful Man in the World Joshua Foer SE pp 769-770	SELECTION The Most Forgetful Man in the World Joshua Foer SE p 771
Florida's B.E.S.T Spotlight Standard				
<p>HE.912.R.3.2: Analyze ways a leader can inspire confidence and motivate others.</p> <p>HE.912.R.3.3: Analyze situations and demonstrate strategies to engage in respectful debate. <i>Clarifications:</i> Group projects, class discussion.</p>	<p>K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.</p> <p>12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>	<p>12.V.1.3 - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>	<p>12.R.2.1 - Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective. (<i>Roadmap pg. 166</i>)</p> <p>12.R.2.2 - Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. (<i>Roadmap pg. 166</i>)</p>	<p>12.R.2.1 - Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective. (<i>Roadmap pg. 166</i>)</p> <p>12.R.2.3 - Evaluate an author's choices in establishing and achieving purpose(s). (<i>Roadmap pg. 170</i>)</p>
<p>RESILIENCY</p> <p>Introduce the Citizenship resiliency standards.</p> <p>Watch YouTube videos, "The Truth About Resilience and Why It Matters More Than Ever" https://youtu.be/OjFnBUq8zdM (3:58)</p> <p>Have students do a QuickWrite about what makes a good citizen and how we define ourselves as a good citizen in the school, community, & our country.</p>	<p>INTRODUCE</p> <p>Motivate and Engage Students have a discussion about what it means to discover oneself.</p> <p>Watch the Video/Discuss It Students will watch the video "What Is the Self?" and discuss the question:</p> <p><i>If you could draw a map of your inner self, what areas would you include?</i></p> <p> Watch the Video</p> <p>Performance-Based Assessment <i>How do we define ourselves?</i></p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary amnesia; cognitive; pathological</p> <p>Teach context clues of elaborating details and antonyms (see pg. 760)</p> <p>Comprehension Strategy Generate Questions</p> <p>READ</p> <p>Read the Selection  The Most Forgetful Man in the World: Selection Audio</p> <p>BUILD INSIGHT</p>	<p>ANALYZE AND INTERPRET</p> <p>Literary / Text Elements Informational Texts Students analyze elements of science journalism such as thesis, supporting evidence, examples, commentary, and conclusion (see page 770).</p> <p>Practice questions for collaborative activity #1-5.</p> <p> Exit Ticket: Informational Text</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Author's Purpose and Text Structure Students analyze the relationship between purpose and design (see page 771).</p> <p>Complete table whole group.</p> <p>Practice questions for collaborative activity #1-3, consider splitting #2 paragraphs among groups.</p> <p> Author's Style: Author's Purpose and Text Structure</p>

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EL Highlights

	<p>Unit Goals Students will deepen their understanding of how we define ourselves by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary Inanimate; infuse; anachronism; repercussion; revelation</p> <p> Home Connection Letter</p> <p>Mentor Text Students will read “<i>The Dinner Party</i>” They will then be able to participate in discussions about how stories reflect self-discovery.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: <i>How do we define ourselves?</i></p>	<p>Students answer question 2, page 768, using text evidence to support answers.</p> <p>LANGUAGE STUDY</p> <p>Word Study: Greek Prefix: a- Students complete activities relating to the Greek Prefix: a-</p> <p> Exit Ticket: Greek Prefix: a-</p>		
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1 DAY	2 DAYS	(Section: 5 days) 2 DAYS	2 DAYS	1 DAY
SELECTION The Most Forgetful Man in the World Joshua Foer	SELECTION When Memories Never Fade, the Past Can Poison the Present SE pp 772-777	SELECTION Poetry Collection 2 SE pp 686-698	SELECTION Poetry Collection 2 SE pp 699-701	SELECTION Poetry Collection 2
Florida's B.E.S.T Spotlight Standard				
EE.2.1 - Read and comprehend grade-level complex texts proficiently.	K12.EE.1.1 - Cite evidence to explain and justify reasoning. K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	12.R.1.4: Evaluate works of major poets in their historical context. <i>(Roadmap pg. 160)</i> 12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	12.R.1.4: Evaluate works of major poets in their historical context. <i>(Roadmap pg. 160)</i> 12.R.3.1: Evaluate an author's use of figurative language. <i>(Roadmap pg. 178)</i> 12.R.3.4: Evaluate rhetorical choices across multiple texts. <i>(Roadmap pg. 184)</i>	EE.2.1 - Read and comprehend grade-level complex texts proficiently.
ASSESS   Selection Test: The Most Forgetful Man in the World Recovery Day – Students check Focus for missing work, low scores. SHARE	PREPARE TO LISTEN Media Vocabulary host; correspondent; interviewee Comprehension Strategy Listen Actively and Take Notes LISTEN  When Memories Never Fade, the Past Can Poison the Present: Selection Audio BUILD INSIGHT Students answer question 2 on pg. 776 using text evidence to support answers.	PREPARE TO READ Concept Vocabulary requiem; corpse; decaying; dirge; sepulcher; ravage Comprehension Strategy Make Connections (pg. 686) READ Read the Selection – split the reading of the poems and explanation into a jigsaw. BUILD INSIGHT Students answer question 2, pg. 697 using text evidence to support answers. LANGUAGE STUDY	ANALYZE AND INTERPRET Literary/Text Elements Poetic Form Students analyze the structure of “Ode to a Nightingale” and of “Ode to the West Wind” explaining what type of ode each poem is. (pg. 699) Collaborative practice #1-3.  Exit Ticket: Poetic Form  Reteach and Practice: Poetic Form (RP) STUDY LANGUAGE AND CRAFT Author's Craft	ASSESS   Selection Test: Poetry Collection 2 Recovery Day – Students check Focus for missing work, low scores.










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	<p>COMPARE ACROSS GENRE</p> <p>Complete table on pg. 776 and discuss questions #1-3.</p> <p>OR</p> <p>Use “Compare Genres” questions at the top of pg. 777 for discussion groups.</p> <p>Inquiry and Research Use Source Materials Ethically (Honor's Extension)</p> <p>Students research HSAM and the effect of this anomaly on the lives of people who have it and write a brief report on your findings.</p>	<p>Word Study: Latin Root: -corp</p> <p>Students complete activities relating to the Latin Root: -corp</p> <p> Exit Ticket: Latin Root: -corp</p> <p> Reteach and Practice: Latin Root: -corp (RP)</p>	<p>Figurative Language</p> <p>Students examine use of figurative language such as simile, metaphor, personification, and oxymoron. (Pg. 701)</p> <p>Collaborative practice #1-3.</p> <p> Exit Ticket: Figurative Language</p> <p> Reteach and Practice: Figurative Language (RP)</p> <p>Inquiry and Research Research and Extend</p> <p>Students research the political ideals and actions of Wordsworth, Shelley, and Byron. (Honors extension)</p>	
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1 DAY	(Section: 4 Days) 1 DAY	2 DAYS	1 DAY	(Section: 4 Days) 1 DAY
RESILIENCY September: Honesty	SELECTION "Shooting an Elephant" George Orwell SE pp 816-823	SELECTION "Shooting an Elephant" George Orwell SE pp 824-827	SELECTION "Shooting an Elephant" George Orwell SE pp 829-830	SELECTION <i>from Mrs. Dalloway</i> Virginia Woolf SE pp 720-727
Florida's B.E.S.T Spotlight Standard				
<p>HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies.</p> <p>HE.912.R.1.3: Adjust behavior to respect the needs of others</p> <p>HE.912.R.2.6: Analyze how actions and reactions can influence one to respond in different situations.</p>	<p>12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p>12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>	<p>12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text (<i>Roadmap pg. 154</i>)</p> <p>12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives (<i>Roadmap pg. 158</i>)</p> <p>12.R.3.4: Evaluate rhetorical choices across multiple texts. (<i>Roadmap pg. 184</i>)</p>	<p>EE.2.1 - Read and comprehend grade-level complex texts proficiently</p>	<p>12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level</p>
<p>PERFORMANCE TASK</p> <p>Incorporate resiliency standards into the readings.</p> <p>Implement these standards into the lesson at your discretion.</p> <p>Reflect on inner self maps. Were you being honest with yourself? Is there anything you want to change?</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary imperialism; supplant; despotic; conventionalized; resolute; pretext</p> <p>Comprehension Strategy Make Connections (pg. 816)</p> <p>Read the Selection  Shooting an Elephant: Selection Audio</p> <p>BUILD INSIGHT</p>	<p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Moral Dilemma and Motivation Students consider the actions, relationships, and attitudes of the characters (including Orwell himself) that Orwell describes. Use chart for instructional example. (p. 8250)</p> <p>Collaborative practice #1-4</p>	<p>ASSESS</p> <p>  Selection Test: "Shooting an Elephant"</p> <p>Recovery Day – Students check Focus for missing work, low scores.</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary Teaching prefixes & suffixes (p.724) solemnity; leaden; dejected</p> <p>Comprehension Strategy Monitor Comprehension</p> <p>READ</p> <p>Read the Selection  <i>from Mrs. Dalloway</i>: Selection Audio</p>

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	<p>Students answer question 2 on page 823 using text evidence to support answers.</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Word Study: Word Origins and Connotation Students complete activities relating to Word Origins and Connotation (p. 826)</p> <p> Exit Ticket: Word Origins and Connotation</p> <p> Reteach and Practice: Word Origins and Connotation (RP)</p> <p>Inquiry and Research Formal Inquiry (Honors extension) Students develop two to three research questions as a basis for a formal inquiry about Myanmar (the country formerly known as Burma)—its culture, its history, or its present circumstances. (p. 824)</p>	<p> Exit Ticket: Moral Dilemma and Motivation</p> <p> Reteach and Practice: Moral Dilemma and Motivation (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Author's Use of Language Students analyze types of diction such as conversational vs. rhetorical, formal vs. informal, and concrete vs. abstract.(pg 827)</p> <p> Exit Ticket: Author's Use of Language</p> <p> Reteach and Practice: Author's Use of Language (RP)</p>		<p>BUILD INSIGHT Students answer questions 2 & 5 on page 727 using text evidence to support answers.</p> <p>Word Study: Anglo-Saxon Suffix: -en Students complete activities relating to Anglo-Saxon Suffix: -en (pg. 728)</p> <p> Exit Ticket: Anglo-Saxon Suffix: -en</p> <p> Reteach and Practice: Anglo-Saxon Suffix: -en (RP)</p> <p>SHARE IDEAS</p> <p>Speaking and Listening Panel Discussion (Honors extension) Students hold a panel discussion in response to this statement: In Mrs. Dalloway, Virginia Woolf chooses to emphasize the inner lives of her characters rather than plot or action. Her approach allows us to fully enter the mind of a character.</p> <p> Reteach and Practice: Panel Discussion (RP)</p>
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2 DAYS	1 DAY	(Section: 6 days) 1 DAY	2 DAYS	2 DAYS
SELECTION <i>from</i> Mrs. Dalloway Virginia Woolf SE pp 728-729	SELECTION <i>from</i> Mrs. Dalloway Virginia Woolf	SELECTION <i>from</i> Frankenstein Mary Shelley Online "Hook & Inspire"	SELECTION <i>from</i> Frankenstein Mary Shelley SE pp 732-745	SELECTION <i>from</i> Frankenstein Mary Shelley SE pp 747-748
Florida's B.E.S.T Spotlight Standard				
12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i> 12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives. <i>(Roadmap pg. 158)</i>	EE.2.1 - Read and comprehend grade-level complex texts proficiently	K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. 12.R.3.3: Analyze the influence of classic literature on contemporary world texts. <i>(Roadmap pg. 182)</i>	12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i> 12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
ANALYZE AND INTERPRET Literary / Text Elements Purpose and Structure Students analyze Modernist's techniques including stream-of-consciousness narration, shifts in time frame, and cutting between characters' perspectives. (pg. 729)  Exit Ticket: Purpose and Structure  Reteach and Practice: Purpose and Structure (RP) STUDY LANGUAGE AND CRAFT Conventions and Style Using Dashes for Effect Students analyze how writers	ASSESS   Selection Test: <i>from</i> Mrs. Dalloway Recovery Day – Students check Focus for missing work, low scores.	HOOK & INSPIRE Engage students using any combination of activities listed at the "Into" section including: <ul style="list-style-type: none"> • "Everything You Need to Know to Read Frankenstein" • "Frankenstein Crash Course" • "The Breed of Frankenstein Cartoon" • "Frankenweenie Movie Trailer" • "Mary Shelley's Frankenstein- in Charts" • Frankenstein Trailer" De Lacey" 	PREPARE TO READ Concept Vocabulary Teach context clues & nuances (pg. 732) odious; despair; malicious Comprehension Strategy Generate Questions READ Read the Selection  <i>from</i> Frankenstein: Selection Audio BUILD INSIGHT Students answer question 2 on page 745 using text evidence to support answers.	ANALYZE AND INTERPRET Literary / Text Elements Gothic Style Students analyze gothic elements in the reading. (Pg. 747) Collaborative practice #1-4.  Exit Ticket: Gothic Style  Reteach and Practice: Gothic Style (RP) STUDY LANGUAGE AND CRAFT Conventions and Style Commas in Elliptical Sentences Students analyze comma usage in elliptical and

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Audio |



Video |





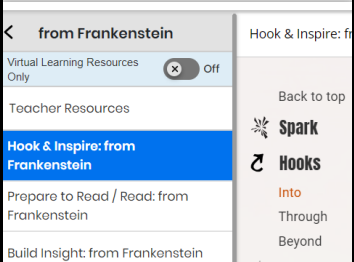




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EL Highlights

<p>use dashes. (Pg. 730) (ACT Strategy)</p> <p> Author's Style: Using Dashes for Effect</p> <p> Author's Style: Using Dashes for Effect (RP)</p>			<p>Word Study: Latin Word Part: -mal- Students complete activities relating to the Latin Word Part: -mal- (pg. 746)</p> <p> Exit Ticket: Latin Word Part: -mal-</p> <p> Reteach and Practice: Latin Word Part: -mal- (RP)</p>	<p>nonelliptical sentences.(pg. 748)</p> <p>"Read" question practice.</p> <p> Author's Style: Commas in Elliptical Sentences</p> <p> Author's Style: Commas in Elliptical Sentences (RP)</p>
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1 DAY	5 DAYS	2 DAYS	5 DAYS
SELECTION <i>from</i> Frankenstein Mary Shelley	SELECTION <i>from</i> Frankenstein Mary Shelley SE pp 748-749	UNIT 2 ASSESSMENT	BUSINESS & PROFESSIONAL COMMUNICATION
Florida's B.E.S.T Spotlight Standard			
EE.2.1 - Read and comprehend grade-level complex texts proficiently	12.R.3.3: Analyze the influence of classic literature on contemporary world texts. (Roadmap pg. 182)	EE.2.1 - Read and comprehend grade-level complex texts proficiently	12.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. 12.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. 12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
ASSESS   Selection Test: <i>from</i> Frankenstein Recovery Day – Students check Focus for missing work, low scores.	SHARE IDEAS Research Annotated Filmography Students write and assemble a filmography and share it with the class. They may choose adaptations of the novel, films featuring overreaching scientists, films featuring self-aware intelligent beings created by humans. See page 749 for project guidelines.	ASSESS Administer Part 1 of the Unit 5 Assessment  Unit 5 Test Test will take 2 class periods. As students finish, they can reflect on unit goals.	ITINERARY Students will use these days to participate in lessons, activities and assignments focused on the following areas of business and professional communication: <ul style="list-style-type: none"> • Letter Writing • Letter of Recommendation Request Etiquette • Resume Writing • College Application Essay Writing and/or Personal Statement • Interviewing Skills

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	 Reteach and Practice: Annotated Filmography (RP)		<ul style="list-style-type: none"> • Web & Net Etiquette <p>Some resources are available in the links above, but please create other or additional resources that you feel will best support your student population.</p> <p>You may also want to take this opportunity to review the previously- covered lessons and ideas on Academic Integrity.</p>
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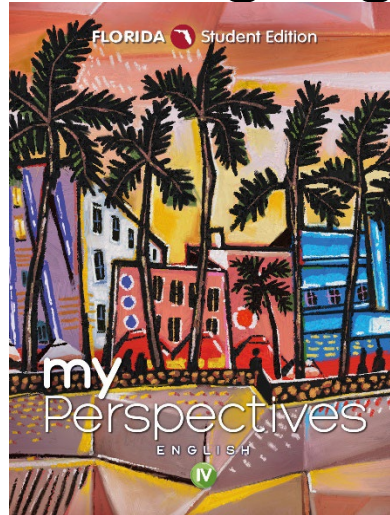


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EL Highlights

***myPerspectives*TM Florida English Language Arts**



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**Quarter 2 Curriculum Map (Textbook Unit 1)
Grade 12 - Nassau County School District
2024-2025**

GRADE 12 | Q2 | UNIT 1: Justice in the Real World

ESSENTIAL QUESTION: ***Is justice an unattainable ideal in the real world?***

PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**

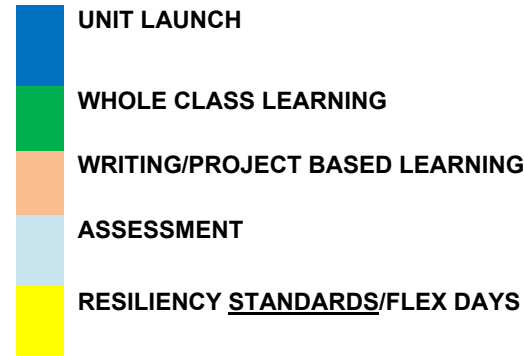
NOTES: *Estimated time is an entire 9 weeks, there are 5 days of wiggle room for teacher autonomy-Also during this period, please leave time for remediation and review of spiraled standards especially after the Unit 1 assessment. Independent learning may be cut out due to time but if you finish early there are some resources to utilize for that time.*

IMPORTANT DATES:

- Quarter 2: October 15-December 20
- October 14: Planning Day
- November 11: Veteran's Day
- November 25-27: Thanksgiving Break
- December 20: Last Day of 2nd quarter

Please use one of the flex days to add in an observance for Holocaust Remembrance Day in the first week of November with a selection of your choice.

INSTRUCTIONAL MODEL



Quarter 2 | Unit 1 Overview

In this unit, students will read about how people, both ordinary and extraordinary, become heroes.

Unit Goals

Students will be able to:

- Read texts that explore the idea of heroism in literature and in life and develop my own perspective.
- Understand and use academic vocabulary related to argumentative texts.
- Recognize and analyze elements of different genres, including epic poetry and speeches.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused and structured argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, set meaningful goals, offer purposeful ideas, and communicate effectively.
- Prepare and deliver an effective, well-argued speech.

Selections & Media

Mentor Text

- A World of Heroes (1050L)

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Whole-Class Learning

- Historical Perspectives: Focus Period 750-1066: *Ancient Warriors*
- Epic Poetry: *from Beowulf*, translated by Burton Raffel (NP)
- Media, Graphic Novel: *from Beowulf*: Gareth Hinds
- Magazine Article, *Beowulf is Back!*, James Parker (1200L)
- Poetry: *To Lucasta • Dulce et Decorum Est • The Song of the Mud*, Richard Lovelace • Wilfred Owen • Mary Borden (NP)
- Novel Excerpt: *from The Once and Future King*, T.H. White (920L)
- Narrative Poetry: *Morte d'Arthur*, Alfred, Lord Tennyson (NP)
- Speech: *from "We shall fight on the beaches"* Winston Churchill
- Speech: *Defending Nonviolent Resistance*, Mohandas K. Gandhi (1390L)
- Media: Interactive Website: *How Did Harry Patch Become an Unlikely WWI Hero*, BBC/Wonder
- Science Article: *The New Psychology of Leadership*, Stephen D Reicher, Michael J. Platow, S. Alexander Haslam (1360L)
- Speech: *Speech Before Her Troops*, Queen Elizabeth I (1150L)
- Poetry: *The Battle of Maldon • The Charge of the Light Brigade*, translated by Burton Raffel • Alfred, Lord Tennyson (NP)
- Essay: *Accidental Hero*, Zadie Smith (830L)

[See Savvas Library and A Roadmap to Mastering Reading Comprehension book for additional resources.](#)

Performance-Based Assessment

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and how important heroes are to the world.

***Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**

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EL Highlights

1 DAY	2 DAYS	7 DAYS	1 DAY	1 DAY
UNIT INTRODUCTION SE pp 2-9	OVERVIEW Whole-Class Learning Historical Perspectives Focus Period: 750-1066 SELECTION <i>from Beowulf</i> Burton Raffel SE pp 10-22	SELECTION <i>from Beowulf</i> Burton Raffel SE pp 23-43	SELECTION <i>from Beowulf</i> Burton Raffel SE pp 44-45	SELECTION <i>from Beowulf</i> Burton Raffel SE pp 46-47
Florida's B.E.S.T Spotlight Standard				
12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	12.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap pg. 180)</i>	12.R.1.4: Evaluate works of major poets in their historical context <i>(Roadmap pg. 160)</i> 12.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap pg. 180)</i>	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i>	12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. 12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i>
INTRODUCE Motivate and Engage Students engage in a discussion based on the following questions: ““Why would the word forging be used in a discussion of how an individual becomes a hero?” Watch the Video/Discuss It Students will watch the video “Before the Battle” and discuss the question: <i>What inspires warriors to make such personal sacrifices?</i>	JIGSAW ACTIVITY Essential Question <i>How important are heroes to the world?</i> Break the “Ancient Warriors” text segments into jigsaw activity. 3 sections of text: ANCIENT WARRIORS Voices of the Period Students read quotations and state main ideas and details about the voices of the time. History of the Period	PREPARE TO READ Hook & Inspire (online) See “Into” activities to build background. Choose from: <ul style="list-style-type: none"> Anglo-Saxon society Classics Summarized: Beowulf Viking Music What Makes a Hero Concept Vocabulary lair; stalked; gorge; gruesome; writhing; loathsome Comprehension Strategy Paraphrase (P. 16)	ANALYZE AND INTERPRET Literary/Text Elements Poetic Form and Dramatic Structure Students evaluate the use of poetic form and dramatic structures serve to intensify the drama: episodic structure, extreme conflicts. Archetypal plot patterns, dramatic diction, and poetic form (See page 45) Practice Questions for collaborative work: Page 45, #1-6.  Exit Ticket: Poetic Form and Dramatic Structure	STUDY LANGUAGE AND CRAFT Word Study: Anglo-Saxon Suffix: -some Students complete activities related to the Anglo-Saxon Suffix: -some  Exit Ticket: Anglo-Saxon Suffix: -some  Reteach and Practice: Anglo-Saxon Suffix: -some (RP) Author's Craft Poet's Syntax

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<p> Watch the Video</p> <p>Unit Goals Students will deepen their understanding of heroism by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary purport; credible; assertion; presume; contradictory</p> <p> Home Connection Letter</p> <p>Mentor Text Students will read “a World of Heroes” They will then be able to participate in discussions about freedom.</p>	<p>Students read about invasion and conquest and how the language, social norms, religions, and government changed and revolved after each wave.</p> <p>Literature Selections Students preview the selections titles and note how they reflect the hopes and fears of the people of the time.</p> <p>Integration of Knowledge & Ideas Students integrate graphic resources to aid vocabulary acquisition.</p>	<p>READ</p> <p>Read the Selection  from Beowulf: Selection Audio</p> <ul style="list-style-type: none"> • Day 1: Read The Wrath of Grendel- • Day 2: Read “The Coming of Beowulf” • Day 3: “The Battle with Grendel” • Day 4: “The Monster Layer” & “The Battle with Grendel’s Mother” • Day 5: “The Last Battle” • Day 6: “The Spoils” & “The Farewell” <p>After each day’s reading, student’s generate a paraphrase of the segment to refer back to in later instruction. Have class anchor chart version as well.</p> <p>BUILD INSIGHT Students answer question #2 on pg. 43 to ensure comprehension of passage.</p>	<p> Reteach and Practice: Poetic Form and Dramatic Structure (RP)</p> <p>Inquiry and Research Develop Research Questions (Honors Extension) Students generate questions to guide informal research that would help you provide an answer to the question: Who is the Beowulf of today?</p>	<p>Students analyze syntactic devices such as apposition and diazeugma. (see pg. 47)</p> <p>Practice questions for collaborative work, pg. 46 #1-3.</p> <p> Exit Ticket: Poet’s Syntax</p> <p> Reteach and Practice: Poet’s Syntax (RP)</p>
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1 DAY	1 DAY	3 DAYS	1 DAY	1 DAY
SELECTION <i>from</i> Beowulf Burton Raffel	RESILIENCY Personal Responsibility	SELECTION <i>from</i> Beowulf Burton Raffel SE pp 49	SELECTION Media: Graphic Novel <i>from</i> Beowulf Gareth Hinds SE pp 50-58	SELECTION Media: Graphic Novel <i>from</i> Beowulf Gareth Hinds SE p 59
Florida's B.E.S.T Spotlight Standard				
EE.2.1- Read and comprehend grade-level complex texts proficiently	HE.912.R.2.6: Analyze how actions and reactions can influence one to respond in different situations	12.C.4.1: Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. 12.C.5.1: Design and evaluate digital presentations for effectiveness.	EE.2.1: Read and comprehend grade-level complex texts proficiently. 12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	12.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
ASSESS  Selection Test: <i>from</i> Beowulf Recovery Day – Students check Focus for missing work, low scores.	RESILIENCY Students analyze how a character from one of the adaptations of Beowulf exercised personal responsibility. Consider having groups select a character and create a chart or slide with evidence of personal responsibility.	SHARE IDEAS Research Digital Research Presentation Students prepare a research presentation focusing on one aspect of the culture that told and retold the story of Beowulf—the Anglo Saxons of the eighth to eleventh centuries.  Reteach and Practice: Digital Research Presentation (RP)	PREPARE TO READ Concept Vocabulary palette; composition; perspective; panel; angle; lighting; color Comprehension Strategy Make Connections READ Read the Selection  <i>from</i> Beowulf (graphic novel): Audio Summary BUILD INSIGHT Students answer question 2, pg. 58 using text evidence to support answers.	SHARE IDEAS Speaking and Listening Illustrations Students create illustrations that reflect the poem's details.

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1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
SELECTION Beowulf is Back! James Parker SE pp 60-66	SELECTION Beowulf is Back! James Parker SE pp 67-68	SELECTION Beowulf is Back! James Parker SE pp 69-73	SELECTION Beowulf is Back! James Parker	RESILIENCY Gratitude
Florida's B.E.S.T Spotlight Standard				
12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	12.R.2.1: Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective. <i>(Roadmap pg. 166)</i> 12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. <i>(Roadmap pg. 168)</i> 12.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap pg. 180)</i>	12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. 12.R.3.1: Evaluate an author's use of figurative language. <i>(Roadmap pg. 178)</i>	EE.2.1- Read and comprehend grade-level complex texts proficiently	HE.912.R.3.2: Analyze ways a leader can inspire confidence and motivate others. HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies
PREPARE TO READ Concept Vocabulary resonance; hypnotic; enthralling Comprehension Strategy Generate Questions READ Read the Selection  Beowulf Is Back!: Selection Audio BUILD INSIGHT	ANALYZE AND INTERPRET Literary/Text Elements Characteristics and Structures of Informational Texts Students analyze structural elements such as summary, commentary, and conclusion. (See pg. 68) Practice questions for collaborative activity #1-5.  Exit Ticket: Characteristics and Structures of Informational Texts	STUDY LANGUAGE AND CRAFT Word Study: Latin Root Word: sonare Students complete activities related to the Latin Root Word: <i>sonare</i>  Exit Ticket: Latin Root Word: <i>sonare</i>  Reteach and Practice: Latin Root Word: <i>sonare</i> (RP) Conventions and Style Sentence Patterns Students identify simple, compound, complex and	ASSESS  Selection Test: Beowulf Is Back! Recovery Day – Students check Focus for missing work, low scores.	RESILIENCY “Let us be grateful to people who make us happy; they are the charming gardeners who make our souls blossom.” – Marcel Proust Have students brainstorm a list of people of campus (faculty/staff) that they are grateful for. Students compose a letter to a faculty member who has made a difference in their

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<p>Students answer question 2 PG. 66, using text evidence to support answers.</p>	<p> Reteach and Practice: Characteristics and Structures of Informational Texts (RP)</p> <p>Inquiry and Research Composition Rhetorical Analysis (Honor's Extension) Students write a rhetorical analysis in which responding to these questions: Did Parker's analysis of Beowulf's lasting appeal increase your understanding of the poem? Did details in his interpretation give you better insight?.</p> <p> Reteach and Practice: Expository Essay (RP)</p>	<p>compound-complex sentences.</p> <p> Exit Ticket: Sentence Patterns</p> <p> Reteach and Practice: Sentence Patterns (RP)</p>		<p>lives letting them know that they are grateful for them.</p>
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2 DAYS	1 DAY	1 DAY	1 DAY	1 DAY
PERFORMANCE TASK: WRITING FOCUS Argumentative SE pp 86-87	SELECTION <i>from "We shall fight on the beaches"</i> Winston Churchill SE pp 142-146	SELECTION <i>from "We shall fight on the beaches"</i> Winston Churchill SE pp 147	SELECTION <i>from "We shall fight on the beaches"</i> Winston Churchill SE pp 148	SELECTION <i>from "We shall fight on the beaches"</i> Winston Churchill SE pp 147
Florida's B.E.S.T Spotlight Standard				
12.C.1.3: Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. 12.C. : Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.	12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	12.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	12.R.3.4: Evaluate rhetorical choices across multiple texts. <i>(Roadmap pg. 184)</i>	12.R.3.4: Evaluate rhetorical choices across multiple texts. <i>(Roadmap pg. 184)</i>
PERFORMANCE TASK Timed Writing OR Socratic Seminar: Argumentative Essay Students write an essay agreeing or disagreeing that one must be a coward in order to be a hero? Socratic Seminar Students prepare evidence & participate in discussion agreeing or disagreeing that one must be a coward in order to be a hero?	PREPARE TO READ Concept Vocabulary colossal; menace; odious Using background knowledge (pg. 142) READ Read the Selection BUILD INSIGHT Students answer question 2 pg. 146, using text evidence to support answers.	LANGUAGE STUDY Word Study: Etymology Students complete activities relating a word's origin. (see pg. 147)  Exit Ticket: Etymology  Reteach and Practice: Etymology (RP)	ANALYZE AND INTERPRET Literary / Text Elements Rhetorical Appeals Students analyze types of appeals such as ethos, kairos, logos, and pathos.(see pg. 148) Practice questions for collaborative practice: table & questions 1-3.  Exit Ticket: Rhetorical Appeals	STUDY LANGUAGE AND CRAFT Author's Craft Rhetorical Devices Students analyze rhetorical devices such as asyndeton, metonymy, synecdoche, and allusion. (see pg. 149) Practice questions for collaborative practice: table & questions 1-3.  Exit Ticket: Rhetorical Devices

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	<p>Speeches were intended to be heard and part of rhetoric has to do with voice. Students will now listen to an audio presentation of the speech and consider what that element adds to understanding.</p> <p>PREPARE TO LISTEN</p> <p>LISTEN</p> <p> <i>from</i> "We shall fight on the beaches": Selection Audio</p> <p>Discussion question pg. 145 comparing the audio version to the written.</p>		<p> Reteach and Practice: Rhetorical Appeals (RP)</p>	<p> Reteach and Practice: Rhetorical Devices (RP)</p>
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1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
SELECTION <i>from</i> “We shall fight on the beaches” Winston Churchill	SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 150-157	SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 158-159	SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 159	SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 160
Florida’s B.E.S.T Spotlight Standard				
EE.2.1- Read and comprehend grade-level complex texts proficiently.	EE.2.1- Read and comprehend grade-level complex texts proficiently.	12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	12.R.2.1: Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective. <i>(Roadmap pg. 166)</i> 12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. <i>(Roadmap pg. 168)</i>	12.R.3.4: Evaluate rhetorical choices across multiple texts. <i>(Roadmap pg. 184)</i>
ASSESS  Selection Test: <i>from</i> “We shall fight on the beaches” Recovery Day – Students check Focus for missing work, low scores.	PREPARE TO READ Concept Vocabulary humiliations; exploitation; retaliation Comprehension Strategy Make Connections READ Read the Selection  Defending Nonviolent Resistance: Selection Audio  Defending Nonviolent Resistance: Accessible Leveled Text	ANALYZE AND INTERPRET Word Study: Changing Connotations Students complete activities relating to Changing Connotations  Exit Ticket: Changing Connotations  Reteach and Practice: Changing Connotations (RP)	ANALYZE AND INTERPRET Literary / Text Elements Characteristics and Structures of Argument Students analyze concession, rebuttal, identifiable audience, and evidence. (see pg 159) Practice questions for collaborative practice: table. Use “Evaluate” question as a discussion.  Exit Ticket: Characteristics and Structures of Argument	STUDY LANGUAGE AND CRAFT Author’s Craft Rhetorical Devices Students analyze rhetorical devices such as repetition and parallelism. (see pg. 160) Practice questions for collaborative practice: table.  Exit Ticket: Rhetorical Devices  Reteach and Practice: Rhetorical Devices (RP)

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	BUILD INSIGHT Students answer question2 on pg. 157, using text evidence to support answers.		 Reteach and Practice: Characteristics and Structures of Argument (RP)	
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1 DAY	2 DAYS	2 DAYS	1 DAY
SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi	FLEX DAY	ASSESS Unit Assessment	RESILIENCY Empathy
Florida's B.E.S.T Spotlight Standard			
EE.2.1- Read and comprehend grade-level complex texts proficiently	EE.2.1- Read and comprehend grade-level complex texts proficiently	EE.2.1- Read and comprehend grade-level complex texts proficiently	HE.912.R.1.2: Demonstrate empathy in a variety of contexts and situations. Clarifications: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.
ASSESS  Selection Test: Defending Nonviolent Resistance Recovery Day – Students check Focus for missing work, low scores.	RETEACH & PRACTICE Use exit ticket & selection test data to determine if any standards need to be retaught. Use reteach & practice skills aligned to each exit ticket.	ASSESS  Unit 1 Test Complete Part 1 of the Unit assessment. This will take 2 days.	RESILIENCY SHARE IDEAS Research Research Presentation Students prepare a research presentation that focuses on one aspect of Gandhi's life & how he reflected the trait of empathy.  Reteach and Practice: Research Presentation (RP)

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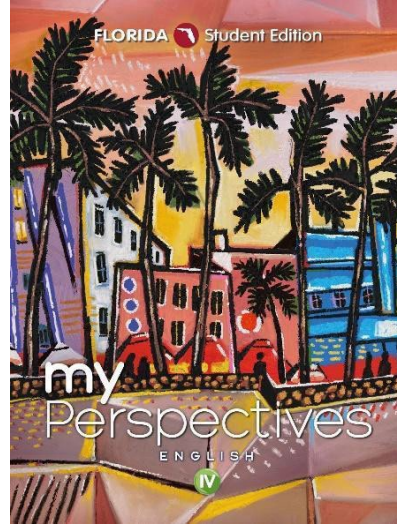


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**Quarter 3 Curriculum Map (Textbook Unit 2)
Grade 12 - Nassau County School District
2024-2025**

GRADE 12 | Q3 | UNIT 2: **Reflecting on Society**

ESSENTIAL QUESTION: ***How valid are social roles?***

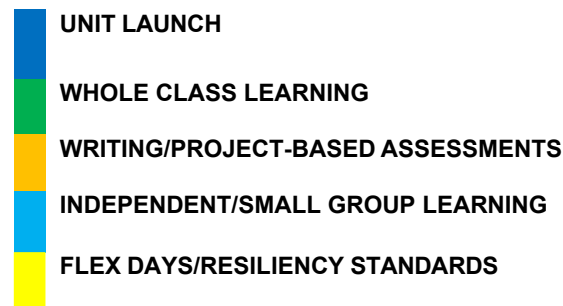
PERFORMANCE BASED ASSESSMENT: **Expository Text**

****47 Instructional Days**

IMPORTANT DATES:

- Quarter 3: January 7-March 14
- January 6: Planning Day
- January 20: Martin Luther King Jr. Day
- February 17: President's Day
- March 14: Last Day of 3rd quarter

INSTRUCTIONAL MODEL



Please use one of the flex days to add in an observance for MLK Day in the first week of November with a selection of your choice.

Quarter 3: Unit 2 Overview

In this unit, students will read about various people and their different views of societal roles.

Unit Goals

Students will be able to:

- Read texts that explore the idea of social roles in art and in life and develop my own perspective.
- Answer a thematic question about social roles by using vocabulary from my reading.
- Understand and use academic vocabulary related to expository texts.
- Recognize and analyze elements of different genres, including poetry and argumentative essays.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused and structured expository essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others' ideas, develop consensus, and communicate effectively.
- Integrate visuals and text into an effective formal presentation.

Selections & Media

Mentor Text

- [Story of an Hour](#), Kate Chopin, from CommonLit.org

Whole-Class Learning

- Essay: [Shakespeare's Sister](#), Virginia Woolf (1120L)
- Essay/Poetry: *On Seeing England ...* - XXIII, Jamaica Kincaid - Derek Walcott (1109L - NP)
- Argument: *What We Mean When We Say the People*, Edmund Burke (1240L)
- Novel Excerpt: *from Candide*, Voltaire (990L)
- Interview/Poetry: *from An Interview With Benjamin Zephaniah • The British • Who's Who*, Eric Doumerc (990L • NP)
- Novel Excerpt: *Chapter V: Children on the Road*, William Morris (980L)
- Mock Epic: *from The Rape of the Lock*, Alexander Pope

Performance-Based Assessment

Expository Essay

Students will write an expository essay answering the following question:

How do social roles impact a person's relationships?

Cite evidence from our unit texts to support your response.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and social roles.






*Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding

Resiliency Standards will be embedded into the ELA Curriculum. This quarter we will support the standards of Grit (January), Perseverance (February) and Problem Solving (March). Lessons/activities that support these standards include those on news analysis, media literacy and bias.



1 DAY	2 DAYS	Section (10 Days): 1 DAY	6 DAYS	1 DAY
RESILIENCY Grit	UNIT INTRODUCTION SE pp 174-181	SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer SE pp 182-187	SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer SE pp 188-215	SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer SE pp 216-217
Florida's B.E.S.T Spotlight Standard				
<p>HE.912.R.2.3: Formulate a plan to attain a personal goal that addresses strengths, needs and risks.</p> <p>HE.912.R.2.4: Implement strategies and monitor progress in achieving a personal goal.</p> <p>HE.912.R.2.7: Evaluate strategies that assist with managing challenges or setbacks.</p>	<p>12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>12.V.1.2: Apply knowledge of etymology and derivations to meanings of words and phrases in grade-level content.</p> <p>EE.2.1: Read and comprehend grade-level complex texts proficiently.</p>	<p>EE.3.1: Make inferences to support comprehension.</p>	<p>12.R.1.4: Evaluate works of major poets in their historical context. (<i>Roadmap, p.160</i>)</p> <p>EE.1.1: Cite evidence to explain and justify reasoning.</p> <p>EE.3.1: Make inferences to support comprehension.</p>	<p>12.C.4: Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p>12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. (<i>Roadmap, p.154</i>)</p> <p>12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives. (<i>Roadmap, p.158</i>)</p> <p>12.R.1.4: Evaluate works of major poets in their historical context (<i>Roadmap, p.160</i>)</p>






RESILIENCY STANDARDS:	INTRODUCE	WHOLE-CLASS LEARNING	READ	ANALYZE AND INTERPRET
<p>Video: Lion Mentality</p> <p>Quickwrite and Think-Pair-Share: How to have GRIT (lion mentality). Setting post-grad goals and how they will need GRIT to get there</p>	<p>Motivate and Engage</p> <p>Students engage in a discussion based on the following questions:</p> <p>“What if you feel that your opinion has merit—what do you do then?”</p>	<p>Essential Question</p> <p><i>How valid are social roles?</i></p>	<p>Read the Selection</p> <p> The Prologue from The Canterbury Tales: Selection Audio</p>	<p>Close Read (SAT/ACT Prep)</p> <p>Students will review the Close Read Model and complete the close read sections in the selection.</p>
	<p>HOOK & INSPIRE</p> <p>Show video: Cliques scene from “Mean Girls”</p> <p>Have students discuss social roles at their school and within the county. (Could create posters for Gallery Walk or use a Jigsaw)</p>	<p>Voices of the Period</p> <p>Students analyze what the listed quotations reveal about society’s values during this important time in British history.</p>	<p>Day 1</p> <p>Page 188-190 (Discuss making inferences, About Chaucer, About Canterbury Tales)</p> <p>Day 2</p> <p>Page 191 (Lines 1-18)</p> <p>Page 191-194 (Lines 1-102: Focus on Knight and Squire)</p>	<p>Literary/Text Elements Characterization and Context</p> <p>Students analyze social, economic, and historical contexts and their influence on characterization.</p>
	<p>Watch the Video/Discuss It</p> <p>Students will watch the video  “The Medieval Age and The Canterbury Tales” and discuss the question:</p>	<p>History of the Period</p> <p>Students discuss which groups were battling for power and representation and how this might have affected the founding father of the U.S..</p>	<p>Page 194-197 (Lines 103-211: Focus on Yeoman, Nun, Another Nun, 3 Priests, Monk)</p>	<p> Exit Ticket: Characterization and Context</p>
	<p>Whole-Class Learning</p> <p><i>If you had the power to redesign society, what changes would you make?</i></p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary</p> <p>valiantly; personable; sincerity; eminent; discreet; diligent</p>	<p>Day 3</p> <p>Page 197-200 (Lines 212-318: Focus on Friar, Merchant, Oxford Cleric)</p>	<p>STUDY LANGUAGE AND CRAFT</p>
	<p>Academic Vocabulary</p> <p>Annotation; theoretical; prescribe; conviction; tenacious</p>	<p>Comprehension Strategy</p> <p>Make Inferences</p>	<p>Page 200-202 (Lines 319-397: Focus on Sergeant at the Law, Franklin, Haberdasher, Dyer, Carpenter, Weaver, Carpet-Maker, Cook)</p>	<p>Author’s Craft</p> <p>Dramatic Structure in Poetry</p> <p>Students analyze stylistic elements such as closed couplets and enjambment.</p>
	<p>Mentor Text</p> <p>Students will read “Standing Up to Absolute Power” They will then be able to participate in discussions about challenging accepted social practices.</p>	<p>READ</p> <p>Read the Selection</p> <p> The Prologue from The Canterbury Tales: Selection Audio</p>	<p>Day 4</p> <p>Page 202-204 (Lines 398-486: Focus on Skipper, Doctor, Worthy Woman)</p>	<p> Exit Ticket: Dramatic Structure in Poetry</p>
			<p>Page 204-207 (Lines 487-604: Focus on Parson, Plowman, Miller, Manciple)</p>	
			<p>Day 5</p> <p>Page 207-210 (Lines 605-734: Focus on Reeve, Summoner,</p>	

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			<p>Pardoner)</p> <p>Page 210-214 (Lines 735-856: Focus on The Tabard, The Bell, Host, end of poem)</p> <p>Day 6: BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <p>Response Comprehension Analysis and discussion</p>	
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1 DAY	1 DAY	(Section: 5 Days) 2 DAYS	1 DAY	1 DAY
SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer SE pp 220	SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer	SELECTION The Wife of Bath's Tale Geoffrey Chaucer SE pp 222-235	SELECTION The Wife of Bath's Tale Geoffrey Chaucer SE pp 236-237	SELECTION The Wife of Bath's Tale Geoffrey Chaucer SE pp 238-239
Florida's B.E.S.T Spotlight Standard				
12.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. 12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	EE.2.1: Read and comprehend grade-level complex texts proficiently.	12.R.1.4: Evaluate works of major poets in their historical context. <i>(Roadmap, p.160)</i> EE.2.1: Read and comprehend grade-level complex texts proficiently.	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap, p.154)</i> 12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text. <i>(Roadmap, p.156)</i> 12.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap, p.180)</i>	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap, p.154)</i> 12.V.1.2: Apply knowledge of etymology and derivations to meanings of words and phrases in grade-level content.
COMPOSITION/COLLABORATIVE ACTIVITY Create a character sketch. Use bulletin board paper to outline body and complete activity for character sketch on page 220. Group characters by class. Honors Extension: Create	ASSESSMENT  Selection Test: The Prologue from The Canterbury Tales Geoffrey Chaucer	PREPARE TO READ Concept Vocabulary deformity; dejected; crone; misalliance; anguish; wallowed Comprehension Strategy Monitor Comprehension  Close-Read Guide: Fiction  Close-Read Guide: Poetry	ANALYZE AND INTERPRET Close Read (SAT/ACT Prep) Students will review the Close Read Model and complete the close read sections in the selection. Literary/Text Elements Thematic Development Students analyze thematic development, considering the interplay of those elements—	STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: deformity; dejected; crone; misalliance; anguish; wallowed Word Network Students add new words to their Word Network as they read

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<p>your own character</p> <p>Have students create a character sketch that could fit in the prologue. Be sure to determine how they fit in the plot outline and determine their social class based on evidence from the poem.</p>		<p>READ</p> <p>Read the Selection</p> <p> The Wife of Bath's Tale: Selection Audio</p> <p>BUILD INSIGHT</p> <p>Students answer questions using text evidence to support answers.</p>	<p>their similarities, differences, echoes, and repetitions—and the deeper message they combine to express.</p> <p> Exit Ticket: Thematic Development</p>	<p>texts in the unit.</p> <p>Word Study: Prefixes That Negate</p> <p>Students complete activities relating to Prefixes That Negate</p> <p> Exit Ticket: Prefixes That Negate</p> <p> Reteach and Practice: Prefixes That Negate (RP)</p> <p>Author's Craft Complex Plot Structures</p> <p>Students analyze plot stages such as exposition, rising action, climax, resolution.</p> <p> Exit Ticket: Complex Plot Structures</p> <p>Composition</p> <p>Literary Analysis (Honors Extension)</p> <p>Students write a literary analysis in which you respond to the following statement: In "The Wife of Bath's Tale," women are elevated and abused, and respected and rejected.</p>
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1 DAY	Section (1 day) 1 DAY	Section (3 days) 3 DAYS	1 DAY	Section (3 days) 1 DAY
SELECTION The Wife of Bath's Tale Geoffrey Chaucer	SELECTION The Prologue From The Canterbury Tales: The Remix SE pp 242-244	PROJECT or EXPOSITORY WRITING Based on unit theme	RESILIENCY Perseverance	SELECTION Shakespeare's Sister Virginia Woolf SE pp 278-281
Florida's B.E.S.T Spotlight Standard				
EE.2.1: Read and comprehend grade-level complex texts proficiently.	12.R.3.3: Analyze the influence of classical literature on contemporary world texts. <i>(Roadmap, p.182)</i> 12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. EE.2.1: Read and comprehend grade-level complex texts proficiently.	12.C.1.4: Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating an understanding of the subject. 12.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. 12.R.3.3: Analyze the influence of classical literature on contemporary world texts. <i>(Roadmap, p.182)</i>	HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes. HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict.	12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. EE.2.1: Read and comprehend grade-level complex texts proficiently.
ASSESSMENT  Selection Test: The Wife of Bath's Tale	PREPARE TO VIEW VIEW View the Selection  The Prologue From The Canterbury Tales: The Remix BUILD INSIGHT Students answer questions using text evidence to support answers. Response Comprehension Analysis and Discussion	PERFORMANCE TASK Presentation Create a PowerPoint presentation, brochure, or poster board based on this theme/topic: Redesign society Changes you would make Why? OR Write an Expository Essay Students write an essay	RESILIENCY Perseverance Using "The Prologue" and "Wife of Bath's Tale" by Geoffrey Chaucer, choose a character who showed perseverance and create a one-pager on the character and how they showed perseverance. (May need to research that character's full story for more info)	PREPARE TO READ Concept Vocabulary taste; wits; fancy HOOK & INSPIRE Choose one of the pre-reading videos or articles to build interest. READ Read the Selection  Shakespeare's Sister: Selection Audio

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EL Highlights


		<p>responding to this question:</p> <p>If you had the power to redesign society, what changes would you make?</p> <p>(More details found in textbook on performance task pages at the end of Canterbury Tales)</p>	<p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <p>Response Comprehension Analysis and Discussion</p> <p>Analysis (Honors Extension): Encourage students to consider how they would respond to the bishop's quotation in the Background note.</p>
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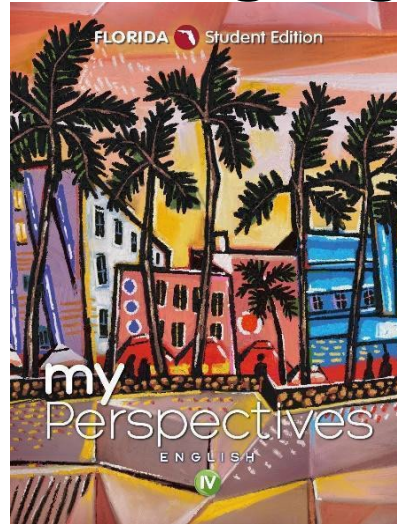
1 DAY	1 DAY	Section (5 days) 2 DAYS	2 DAYS	1 DAY
SELECTION Shakespeare's Sister Virginia Woolf SE pp 283-284	SELECTION Shakespeare's Sister Virginia Woolf	SELECTION On Seeing England for the First Time • XXIII from Midsummer Jamaica Kincaid • Derek Walcott SE pp 286-300	SELECTION On Seeing England for the First Time • XXIII from Midsummer Jamaica Kincaid • Derek Walcott SE pp 302-303	SELECTION On Seeing England for the First Time • XXIII from Midsummer Jamaica Kincaid • Derek Walcott
Florida's B.E.S.T Spotlight Standard				
12.R.2.1: Evaluate the structure(s) and features in a text, identifying how the author could make the text(s) more effective. <i>(Roadmap, p.166)</i> 12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. <i>(Roadmap, p.168)</i> 12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	EE.2.1: Read and comprehend grade-level complex texts proficiently.	12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. <i>(Roadmap, p.168)</i> 12.R.2.3: Evaluate an author's choices in establishing and achieving purpose(s). <i>(Roadmap, p.170)</i> 12.V.1.2: Apply knowledge of etymology and derivations to meanings of words and phrases in grade-level content.	12.R.3.1: Evaluate the development of character perspective, including conflicting perspectives. <i>(Roadmap, p.178)</i> 12.R.3.4: Evaluate rhetorical choices across multiple texts. <i>(Roadmap, p.184)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently.
ANALYZE AND INTERPRET Literary / Text Elements Argumentative Texts Students identify textual details that compare and contrast William and the imaginary Judith's lives and experiences.  Exit Ticket: Argumentative Texts STUDY LANGUAGE AND CRAFT	ASSESSMENT   Selection Test: Shakespeare's Sister	PREPARE TO READ Concept Vocabulary subjugation; privileged; fellowships READ Read the Selection  On Seeing England for the First Time • XXIII from Midsummer: Selection Audio	ANALYZE AND INTERPRET Literary / Text Elements Historical Context, Purpose, and Message Students evaluate the author's purpose and message in texts that center on a distinct historical context:  Exit Ticket: Historical Context, Purpose, and Message	ASSESSMENT  Selection Test: On Seeing England for the First Time • XXIII from Midsummer

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<p>Conventions and Style Author's Syntax Students compare and contrast the syntax in the passages.  Exit Ticket: Author's Syntax</p>		<p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <p>HOOK BEFORE READING XXIII from Midsummer, discuss the cross-curricular perspective on lemmings on page 298. (Video brings humor to the lesson and will help the students in understanding the poem)</p> <p>Video: Lemmings Video</p> <p>Can be tied into perseverance resiliency trait. Can also be tied into societal roles of “following the leader.</p>	<p>Author's Craft Rhetorical and Literary Devices Students analyze some of the devices used in the readings such as similes, metaphors, compression, allusion, and irony.</p> <p> Exit Ticket: Rhetorical and Literary Devices</p>	
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(Section: 2 days) 2 DAYS	Section (5 days) 1 DAY	2 DAYS	2 DAYS	1 DAY
UNIT ASSESSMENT	PERFORMANCE BASED ASSESSMENT SE pp 322	PERFORMANCE BASED ASSESSMENT	PERFORMANCE BASED ASSESSMENT	RESILIENCY Problem Solving
Florida's B.E.S.T Spotlight Standard				
<u>EE.2.1:</u> Read and comprehend grade-level complex texts proficiently.	<u>C.3.1:</u> Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<u>12.C.1.4:</u> Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <u>12.V.1.1:</u> Integrate academic vocabulary appropriate to grade level in speaking and writing. <u>K12.EE.6.1:</u> Use appropriate voice and tone when speaking or writing.	<u>12.C.1.4:</u> Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <u>12.V.1.1:</u> Integrate academic vocabulary appropriate to grade level in speaking and writing. <u>K12.EE.6.1:</u> Use appropriate voice and tone when speaking or writing.	<u>HE.912.R.1.1:</u> Demonstrate effective and respectful communication skills and strategies. <u>HE.912.R.3.3:</u> Analyze situations and demonstrate strategies to engage in respectful debate. <u>HE.912.R.4.2:</u> Generate and apply alternative solutions when solving problems or resolving conflict.
UNIT REFLECTION  Unit 2 Test	ENGLISH SAT/ACT PREP Complete English activity on page 322 and discuss the skills for each question	PERFORMANCE-BASED ASSESSMENT Expository Essay Students will complete their expository essays "How valid are social roles?" Reflect on the Unit Review and Evaluate Evidence Students review EQ notes and QuickWrites from the unit and note where their positions may have changed.	PERFORMANCE-BASED ASSESSMENT Share Your Perspective Students use the checklist to help stay on track while writing the first draft of the essay.	Whole Group: Choose a TedTalk to watch about problem solving. Small Group: Complete some fun problem solving activities. You can find plenty on Google.

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**Quarter 4 Curriculum Map (Textbook Unit 4)
Grade 12 - Nassau County School District
2024-2025**

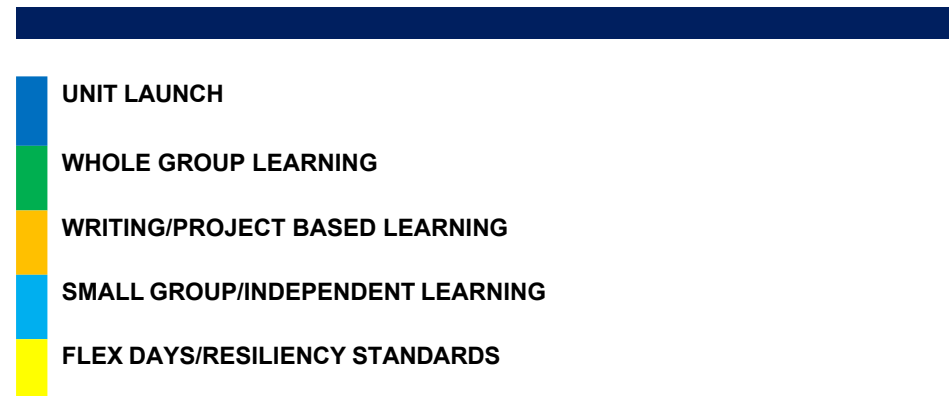
GRADE 12 | Q4 | UNIT 4: **Seeing Things New**
ESSENTIAL QUESTION: *How do you respond and react to changes in the world?*

PERFORMANCE BASED ASSESSMENT: **Personal Essay**

****45 Instructional Days**

IMPORTANT DATES:

- Quarter 4: March 24-May 28
- April 23: Half Day
- May 26: No School- Memorial Day
- May 28: Last Day of School



Quarter 4: Unit 4 Overview

In this unit, students will read many examples of people seeing things with a fresh perspective.

Unit Goals

Students will be able to:

- Read texts that explore the idea of changing perspectives and develop their own perspective.
- Answer a thematic question about seeing things new by using vocabulary from the readings.
- Understand and use academic vocabulary related to nonfiction narratives.
- Recognize and analyze elements of different genres, including poetry and satire.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Write a focused and structured personal narrative or narrative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others' ideas, develop consensus, and communicate effectively.
- Prepare and present an advertisement as an effective formal presentation.

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EL Highlights

Selections & Media

Mentor Text

- The Assignment of My Life, *Ruth Gruber* (1070L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1625-1798: *A Turbulent Time*
- Poetry Collection 1: *A Valediction: Forbidding Mourning* • *Holy Sonnet 10*, John Donne (NP)
- Novel Excerpt: *from Gulliver's Travels*, Jonathan Swift (1220L)
- Media, Film • Cover Art: *from Gulliver's Travels* . . . • *Gulliver's Travels Cover Art*, Georges Melies
- Poetry: *To His Coy Mistress*, Andrew Marvell (NP)
- Poetry Collection: *To the Virgins, to Make Much of Time* • *Youth's the Season Made for Joys*, Robert Herrick • John Gay (NP)
- Short Story: *Araby*, James Joyce (940L)
- Poetry Collection: *The Explosion* • *Old Love*, Philip Larkin • Francesca Beard (NP)

Independent Learning

- Senior Memory Books

Performance-Based Assessment

Personal Essay

Students will write a Personal Essay on the following topic:

How do you respond and react to changes in the world?




Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and the Essential Question:




How do you respond and react to changes in the world?

***Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**


Resiliency Standards will be embedded into the ELA Curriculum. This quarter we will support the standards of Volunteerism/Mentorship (April), and Critical Thinking (May). Lessons/activities that support these standards include those on news analysis, media literacy and bias.






1 DAY	(Section 5 days) 2 DAYS	1 DAY	1 DAY	1 DAY
UNIT INTRODUCTION SE pp 504-511	OVERVIEW Whole-Class Learning Historical Perspective Focus Period: 1625-1798 SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE 514-523	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE pp 525	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE pp 527	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne
Florida's B.E.S.T Spotlight Standard				
K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. 12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	ELA.12.R.1.4: Evaluate works of major poets in their historical context. <i>(Roadmap pg. 160)</i> K12.EE.3.1: Make inferences to support comprehension. 12.V.1.3 - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	12.R.3.1: Evaluate an author's use of figurative language. <i>(Roadmap pg. 178)</i>	12.R.3.4: Evaluate rhetorical choices across multiple texts. <i>(Roadmap pg. 184)</i>	EE.2.1 - Read and comprehend grade-level complex texts proficiently
INTRODUCE Motivate and Engage Students discuss what they and others get out of reading stories. Watch the Video/Discuss It Students will watch the video "How Proust Can Change Your Life" and discuss the question: 	PREPARE TO READ OVERVIEW Essential Question <i>What happens when the world order shifts?</i> JIGSAW ACTIVITY Split students into 4 groups. Assign students within the groups a section of the Historical Perspectives p. 514-517 that they will be responsible	ANALYZE AND INTERPRET Literary/Text Elements Figurative Language Students analyze poetic devices in metaphysical poetry, such as extended metaphor and conceit. Practice questions for collaborative activity #1-4.  Exit Ticket: Figurative	STUDY LANGUAGE AND CRAFT Author's Craft Rhetorical Choices: Paradox and Irony Students understand how the rhetorical choices of the author using paradox and irony can contribute to the element of surprise and engagement for the reader (see p. 527).	ASSESS  Selection Test: Poetry Collection 1 Recovery Day- Students check Focus for missing work, low scores

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<p>Watch the Video: <i>How is it possible for a favorite book to transform you?</i></p> <p>Academic Vocabulary engender; transformation; incorporate; artifice; inexorable</p> <p>Mentor Text Students will read “<i>The Assignment of My Life</i>” in small groups. After reading, students will develop within their small group a summary of the mentor text using the outline from p. 510 SE. Once groups have enough time to develop their summaries, the class can share their summaries through participating in a gallery walk in which each group can visit the other groups to assess the other summaries. After all groups have visited all summaries, bring the class back together and discuss the mentor text summary.</p> <p>Icebreaker Complete the Icebreaker activity on p. 510 SE.</p>	<p>for teaching their group about (Voices of the Period, History of the Period, Integration of Knowledge and Ideas, Literature Selections). Have all students that are assigned specific sections of the Historical Perspectives meet to read, discuss, analyze, and determine the central ideas of their section. After like-sectioned groups have met, have students return to their original groups and allow them time to teach their group about the section that they were assigned.</p> <p>PREPARE TO READ SELECTION</p> <p>Concept Vocabulary virtuous; profanation; laity; dreadful; delivery; eternally Comprehension Strategy Make Inferences</p> <p>Read the Selection</p> <p> A Valediction: Selection Audio  Holy Sonnet 10: Selection Audio</p> <p>BUILD INSIGHT Students answer question 2, p.523 using text evidence to support answers.</p>	<p>Language</p>	<p>Practice questions for collaborative activity #1-3.</p> <p> Exit Ticket: Rhetorical Choices: Paradox and Irony</p> <p>SHARE IDEAS (Honors extension) Composition Comparison of Poetry Students write a comparison of poetry between a chosen poem and one of the Donne poems in this collection.</p> <p>Gallery Tour Students choose a poem and create and present a classroom gallery tour for that poem. Illustrate the poem by using two or more original drawings or photographs or, alternatively, two or more images found online or in print sources.</p>	
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	<p>LANGUAGE STUDY</p> <p>Word Study: Latin Suffix:-ous</p> <p>Students complete activities related to the Latin suffix -ous</p> <p> Exit Ticket: Latin Suffix:-ous</p>			
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(Section 5 days) 1 DAY	1 DAY	1 DAY	1 DAY	DAY 10
SELECTION <i>from Gulliver's Travels</i> Jonathan Swift SE pp 548-555	SELECTION <i>from Gulliver's Travels</i> Jonathan Swift SE pp 557	SELECTION <i>from Gulliver's Travels</i> Jonathan Swift SE pp 559	SELECTION <i>from Gulliver's Travels</i> Jonathan Swift	SELECTION <i>from Gulliver's Travels</i> Jonathan Swift
Florida's B.E.S.T Spotlight Standard				
K12.EE.3.1: Make inferences to support comprehension. 12.V.1.3 : Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	12.R.3.1: Evaluate an author's use of figurative language. <i>(Roadmap pg. 178)</i>	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i> 12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text. <i>(Roadmap pg. 156)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently	12.C.1: Communicate through Writing 12.V.1: Integrate concept vocabulary in writing
PREPARE TO READ Concept Vocabulary proclamation; faction; imperial; dominions; edict; ambassadors Comprehension Strategy Create Mental Images  Read the Selection <i>from Gulliver's Travels:</i> Selection Audio BUILD INSIGHT Students will answer question #2 p.555 using text evidence to support answers. Word Study: Latin Root:	ANALYZE AND INTERPRET Literary/Text Elements Literary Devices: Satire Students analyze literary elements satirists use such as hyperbole, verbal irony, and logical fallacy (see p. 557). Practice questions for collaborative activity #1-5 (consider assigning groups 1 question and having each group present their question and responses to the class).  Exit Ticket: Literary	STUDY LANGUAGE AND CRAFT Context, Plot, and Theme Students analyze how historical, social, and economic context influence the plot and theme (see p.559) Practice questions for collaborative activity #2 and 3.  Exit Ticket: Context, Plot, and Theme	ASSESS  Selection Test: <i>from Gulliver's Travels</i> Recovery Day- Students check Focus for missing work, low scores	SHARE IDEAS (Honors extension) Composition Satiric Narrative Students write a satiric narrative modeled on the excerpt from Gulliver's Travels. Use Gulliver as the main character and place him in a twenty-first-century version of Lilliput.  Reteach and Practice: Satiric Narrative (RP) OR Speaking and Listening: Classical Speech

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<p>-dict Students complete activities relating to the Latin Root: -dict  Exit Ticket: Latin Root: -dict</p> <p>Inquiry and Research Research and Extend (Honors extension) Students research more about the schism, or break, between the Catholic and Protestant churches in England</p>	<p>Devices: Satire  Reteach and Practice: Literary Devices: Satire (RP)</p>			<p>Students write and present a classical speech arguing a claim that answers these questions: Does satire have the power to contribute to social change? Are any of its powers dangerous? Should satire be free, or should it be regulated?  Reteach and Practice: Classical Speech (RP)</p>
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(Section 2 days) 1 DAY	1 DAY	(Section 4 days) 1 DAY	1 DAY	DAY 1
SELECTION <i>from Gulliver's Travels Among the Lilliputians and the Giants</i> Georges Melies Gulliver's Travels Cover Art SE pp 562-566	SELECTION <i>from Gulliver's Travels Among the Lilliputians and the Giants</i> Georges Melies Gulliver's Travels Cover Art SE pp 567-569	SELECTION To His Coy Mistress Andrew Marvell SE pp 588-592	SELECTION To His Coy Mistress Andrew Marvell SE pp 584-592	SELECTION To His Coy Mistress Andrew Marvell SE pp 584-592
Florida's B.E.S.T Spotlight Standard				
12.V.1: Integrate concept vocabulary in writing. 12.C.1: Communicate through writing.	12.V.1: Integrate concept vocabulary in writing. 12.C.1: Communicate through writing	K12.EE.3.1: Make inferences to support comprehension. 12.V.1.3 : Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. 12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. (<i>Roadmap pg. 154</i>) 12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text. (<i>Roadmap pg. 156</i>)	C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
PREPARE TO VIEW Media Vocabulary cinematography; superimposition; mime; cover design; typography; realism; stylization Comprehension Strategy Make Connections VIEW View the Selection  <i>from Gulliver's Travels</i>	SHARE IDEAS Composition Evaluative Response Students write an evaluative response to the interpretations of Gulliver's Travels.  Reteach and Practice: Rhetorical Analysis (RP)	PREPARE TO READ Concept Vocabulary sport; languish Comprehension Strategy Establish Details to Analyze Key Ideas READ Read the Selection  To His Coy Mistress: Selection Audio BUILD INSIGHT	ANALYZE AND INTERPRET Literary/Text Elements Development of Theme Students will analyze the theme of the selection by focusing on tone and imagery (see p. 594). Practice questions #1-2 for collaborative activity.  Exit Ticket: Development of Theme	STUDY LANGUAGE AND CRAFT Diction: Verb Mood Students will understand how the mood of a verb can influence the writer's diction in a text (see p. 595). Students complete READ and WRITE questions on p. 595.  Exit Ticket: Diction: Verb Mood

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<p>Among the Lilliputians and the Giants • Gulliver's Travels Cover Art</p> <p>BUILD INSIGHT Students will answer question #2 p. 566 using text evidence to support answers.</p>	<p>EXTENDED STUDY (Honors extension) Writing to Synthesize Expository Essay Students Write an expository essay in which you analyze what is distinctive about satire, synthesizing evidence from Swift's works, and draw a conclusion about the power of this literary genre.</p>	<p>Students will answer question #2-3 p.592 using text evidence to support answers.</p> <p>LANGUAGE STUDY Changing Usage Practice question for collaborative activity.</p>		
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EL Highlights




1 DAY	2 DAYS	(Section 4 days) 1 DAY	1 DAY	1 DAY
SELECTION To His Coy Mistress Andrew Marvell	RESILIENCY Volunteerism/Mentorship	SELECTION Poetry Collection 3 SE pp 606-615	SELECTION Poetry Collection 3 SE pp 617	SELECTION Poetry Collection 3 SE pp 618
Florida's B.E.S.T Spotlight Standard				
EE.2.1: Read and comprehend grade-level complex texts proficiently	HE.912.R.3.1: Identify beliefs of voting, volunteering, mentoring, and seeking leadership positions. HE.912.R.3.2: Analyze ways a leader can inspire confidence and motivate others.	K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. 12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. (<i>Roadmap pg. 154</i>) 12.R.3.1: Evaluate an author's use of figurative language. (<i>Roadmap pg. 178</i>)	
 Selection Test: <i>To His Coy Mistress</i> Recovery Day- Students check Focus for missing work, low scores	RESILIENCY STANDARDS:  Watch Video: Watch: Mark Bezos: "A Life Lesson from a Volunteer Firefighter." Quickwrite "What are some ways you can volunteer in your community? What talents do you possess that you could use to serve others? Why is it important to volunteer?" Think-Pair-Share Get a partner and share answers. Create an action plan for your volunteer ideas.	PREPARE TO READ Concept Vocabulary Students complete activities related to the Concept Vocabulary words: juttied; converged; entwining Comprehension Strategy Paraphrase and Summarize READ Read the Selections: from the Divine Comedy: Inferno and The Second Coming BUILD INSIGHT Students will answer question #2 p. 615 using text evidence to	LANGUAGE STUDY Literary / Text Elements Language in Poetry Students analyze how symbols are used in both selections (see p. 617). Practice questions #1-3 for collaborative activity.  Exit Ticket: Language in Poetry  Reteach and Practice: Language in Poetry (RP)	STUDY LANGUAGE AND CRAFT Author's Craft Sound in Poetry Students consider different sound devices in the poems such as rhyme, assonance, consonance, and alliteration.  Exit Ticket: Sound in Poetry  Reteach and Practice: Sound in Poetry (RP) SHARE IDEAS (Honors Extension) Speaking and Listening Visual Presentation Students prepare and deliver a visual presentation of one of the poems.

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		<p>support answers.</p> <p>Word Study: Latin Prefix: con- Students complete activities relating to the Latin Prefix: con-</p> <p> Exit Ticket: Latin Prefix: con-</p> <p> Reteach and Practice: Latin Prefix: con- (RP)</p>		<p> Reteach and Practice: Visual Presentation (RP)</p>
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1 DAY	(Section 4 days) 1 DAY	1 DAY	1 DAY	1 DAY
SELECTION Poetry Collection 3	SELECTION Araby James Joyce SE pp 620-627	SELECTION Araby James Joyce SE pp 628	SELECTION Araby James Joyce SE pp 629	SELECTION Araby James Joyce SE pp 630
Florida's B.E.S.T Spotlight Standard				
EE.2.1: Read and comprehend grade-level complex texts proficiently	R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i>	R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i> R.1.2: Analyze two or more themes and evaluate their development throughout a literary text. <i>(Roadmap pg. 156)</i>	R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <i>(Roadmap pg. 154)</i> 12.R.3.1: Evaluate an author's use of figurative language. <i>(Roadmap pg. 178)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently
 Selection Test: Poetry Collection 3 Recovery Day- Students check Focus for missing work, low scores	PREPARE TO READ Concept Vocabulary tedious; chafed; intolerable Comprehension Strategy Make Connections READ Read the Selection  Araby: Selection Audio BUILD INSIGHT Students will answer question #2 p. 627 using text evidence to support answers.	ANALYZE AND INTERPRET LANGUAGE STUDY Literary / Text Elements The Influence of Setting Students will analyze the influence of the setting. Practice questions #1-3 for collaborative activity.  Exit Ticket: The Influence of Setting  Reteach and Practice: The Influence of Setting (RP)	STUDY LANGUAGE AND CRAFT Author's Craft Author's Syntax: Loose Sentences Students identify three additional examples of loose sentences in the story and evaluate how the author's use of this type of syntax contributes to the story's effectiveness.  Exit Ticket: Author's Syntax: Loose Sentences  Reteach and Practice: Author's Syntax: Loose Sentences (RP)	ASSESS  Selection Test: Araby Recovery Day- Students check Focus for missing work, low scores

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	<p>Word Study: Word Families Students complete activities relating to Word Families</p> <p> Exit Ticket: Word Families</p> <p> Reteach and Practice: Word Families (RP)</p>		<p>SHARE IDEAS (Honors extension)</p> <p>Composition Literary Analysis Students read, compare, and analyze stories to write a literary analysis in which you focus on epiphany.</p> <p> Reteach and Practice: Literary Analysis (RP)</p>	
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SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video|




Downloadable / Printable Document |



Online Assessment |



EL Highlights

1 DAY	2 DAYS	(Section 14 days) DAY 1	13 DAYS
RESILIENCY Critical Thinking	ASSESS Unit Assessment	Independent Learning - Personal Narrative Multimedia and Creative Writing Project	Independent Learning - Personal Narrative Multimedia and Creative Writing Project
Florida's B.E.S.T Spotlight Standard			
<p>HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict.</p> <p>HE.912.R.4.3: Describe ways to anticipate, avoid, or de-escalate conflicts.</p>	<p>EE.2.1- Read and comprehend grade-level complex texts proficiently</p>	<p>12.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p>12.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p>12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>12.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p>12.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p>12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>
<p>RESILIENCY STANDARDS</p> <p>Complete brain teaser activities with class. Note: You will need to be ready to pause the videos to give students time to guess the answer.</p> <p>National Geographic</p> <p>9 Riddles</p> <p>*For this activity, pause the video and use your annotate tool on your promethean to mark the answers from the class.</p>	<p>ASSESS</p> <p> Unit 4 Test</p> <p>Complete Part 1 of the Unit assessment. This will take 2 days.</p>	<p>INDEPENDENT LEARNING</p> <p>Project Introduction and Overview</p> <p>All Assignments for the Senior Memory Book Project can be found here: https://docs.google.com/document/d/1qLJqgHMIeBeVtP4Q6OmSsNzS5gLX-Ov8OQaFy7hh_60/edit?usp=sharing</p> <p>Project Overview:</p>	<p>Share Your Perspective</p> <p>Students use the checklist to help stay on track while writing the first draft of the senior memory book.</p> <p>Writing and Language</p> <p>Students craft a short autobiography, create their title pages and their table of contents to begin their senior memory book. Can use a timed writing format in order to have students respond to prompts. Students should complete 1-2</p>

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EL Highlights

There are many others.		Take this day to provide an example memory book, set expectations, and give students a birds' eye view of the rest of the semester.	selections per day in order to present the completed book at the end of the project.
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