

12th Grade Curriculum Mapping
Heather Andera

Unit: Grammar Review		<i>August</i>
Standards Taught		
<ul style="list-style-type: none"> • 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Understand the parts of speech</i> <i>Understand the parts of speech roles in a sentence</i>	<i>Noun</i> <i>Adjective</i> <i>Adverb</i> <i>Subject</i> <i>Predicate</i> <i>Preposition</i> <i>Prepositional phrase</i>	<i>Do Nows</i> <i>Grammar Worksheets</i> <i>Writing Practices</i>
Reflection:	Essential Questions:	
This unit was effective in getting students thinking about grammar and writing again.	<ul style="list-style-type: none"> • <i>What are the basic parts of a sentence?</i> • <i>How do they affect the way we write?</i> 	
Relevance	Students needed time to get back into the swing of writing and grammar. This was a good introductory lesson.	

Unit: Grammar and Expository Writing		<i>September-October</i>
Standards Taught		
<ul style="list-style-type: none"> • 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. 		

- 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks
- 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- 11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
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Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Grammar Basics Writing Basics</i>	<i>Paraphrasing Highlighting Plagiarism Central Idea Annotating Conjunctions</i>	<i>Do Nows Worksheets Quiz Compare and Contrast Paper Problem Solution Paper Cause and Effect Paper</i>

	<i>Conjunctive Adverbs</i> <i>Prepositional Phrases</i> <i>Adverbs</i> <i>Fragments</i> <i>Run-Ons</i> <i>Editing</i> <i>Revising</i>	
Reflection: This unit focused on the writing process. It gave students the opportunity to get started on writing with a “low stakes” grade before their larger research paper.	Essential Questions: <ul style="list-style-type: none"> • <i>How do you organize a text based on the type of writing you are doing?</i> • <i>What is the most effective way to analyze a text?</i> • <i>How does the structure of an article help us understand the content?</i> • <i>How does the central idea help us with research?</i> • <i>How do we determine what the most important parts of a research are?</i> 	
Relevance	This unit was helpful in the research process. It was created with the idea that students would be able to do their senior paper without “hand holding.”	

Unit: Research Paper/Senior Paper	<i>November-December</i>
Standards Taught	
<ul style="list-style-type: none"> • 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. • 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) • 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • 11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks • 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • 11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 	

- 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed
- 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
- 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i>
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Prior Knowledge Needed	Vocabulary	Assessments
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<i>Grammar Basics Writing Basics Fragments Run-Ons</i>	<i>Paraphrasing Highlighting Plagiarism Central Idea Annotating Conjunctions Conjunctive Adverbs Prepositional Phrases Adverbs Fragments Run-Ons Comma splice Fused sentence Semi colon Hyphen Colon In-text citation Work cited Transitions</i>	<i>Do Nows Worksheets Quiz Planning Guides Mini Lessons</i>
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	<i>Common "errors"</i>	
Reflection: This unit focused on the writing process. It gave students the opportunity to write independently.	Essential Questions: <ul style="list-style-type: none"> • <i>How to create an outline that guides your writing?</i> • <i>What does an effective introduction have?</i> • <i>What is the role of the conclusion?</i> • <i>How can I effectively edit my own work?</i> 	
Relevance	This unit helped students create a rough draft and a final draft for their senior experience projects. It also emphasizes the research skills, paraphrasing skills, and writing skills previously taught along with grammar.	

Unit: British Literature : Beowulf and the Iliad	<i>January</i>
Standards Taught	
<ul style="list-style-type: none"> • 11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively • 11-12.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. • of the text. 11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics. • 11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact • 11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one 	

another to produce a complex account; provide an objective summary of the text to support thematic analysis.		
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Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic Reading Skills Plot Development</i>	<i>Book Vocabulary Epic Epic Hero Ballad Plot Epithet Characters Characterization</i>	<i>Do Nows/Journals Reading Questions Quizzes Writing Practices</i>
Reflection: This unit was a good break-in into British Literature. It was something that students could understand and introduced the language.	Essential Questions: <ul style="list-style-type: none"> • <i>How are characters developed throughout the text?</i> • <i>What qualities of a hero do we look for?</i> • <i>What makes a character an “epic hero” and how does that differ from people who we consider to be heroes?’</i> • <i>What is an epithet and why are they used?</i> • <i>How can we put ourselves into the eyes of the monster?</i> 	
Relevance	This unit met the standards for some of the reading and creative writing elements. Students were asked to look at a different type of literature that challenged them.	

Unit: British Literature : Shakespearean Sonnets and Macbeth	<i>February/March</i>
Standards Taught	

- 11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.
- 11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.
- 11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
- 11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- 11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies

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Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic Reading Skills Plot Development Characterization</i>	<i>Book Vocabulary Structure Iambic Pentameter Rhythm Rhyme Sonnet Couplet Quatrain Tercet Aside Stage directions Irony</i>	<i>Do Nows/Journals Reading Questions Quizzes Writing Practices</i>

	<i>Theme</i> <i>Plot</i> <i>Epithet</i> <i>Characters</i> <i>Characterization</i>	
Reflection: This unit was fun because we had the opportunity to write our own sonnets and explore the way poetry and music are related. Students also saw parallels between Shakespeare and modern books and films.	Essential Questions: <ul style="list-style-type: none"> • <i>How do characters push the plot forward?</i> • <i>How do you read stage directions?</i> • <i>What is the purpose of a sonnet?</i> • <i>How can a character control his/her destiny?</i> • <i>How important is loyalty?</i> • <i>How far are you/people willing to go to get to the top?</i> • <i>How does a modern take on a Shakespearean story change the meaning?</i> 	
Relevance	This helped students understand more about British Literature and how it was used as entertainment. It was also effective in comparing and contrasting two different forms of media.	

Unit: British Literature : 1984	<i>March-May</i>
Standards Taught	
<ul style="list-style-type: none"> • 11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text. • 11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • 11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively • 11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest • 11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • tone are appropriate to task, purpose, and audience. 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. 	

- and to display information flexibly and dynamically. 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research
- 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
- text at the high end of grades 9–10 text complexity band independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints 11-12.RI.10 By the end of the year, read and comprehend literary nonfiction and informational texts at the high end of grades 11-12 text complexity band independently and proficiently.
- 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- 11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
- 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.

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Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic Reading Skills Plot Development Characterization</i>	<i>Plot All six points of plot Book Vocabulary Making Connections Visualizing</i>	<i>Do Nows/Journals Reading Questions Quizzes Writing Practices</i>

<p>Reflection:</p> <p>This unit was a book study during the pandemic. It was interesting to talk about 1984 because there seemed to be a lot of parallels and students enjoyed the book.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none">• <i>How much power should a government have?</i>• <i>How important is privacy in our country?</i>• <i>How can we relate to a text in modern society?</i>• <i>How can we use visualizing to understand a text on a deeper level?</i>
<p>Relevance</p>	<p>This was a good way to finish British Literature. It covered several standards of reading for information with the connections we made as well as reading literature.</p>