

12th Grade Quarter 2

Facing the Future, Confronting the Past (Pearson Unit 3)

Unit Overview: In this unit, students will read examples of how our past experiences have an effect on our future actions.

ESSENTIAL QUESTION: How do our attitudes toward the past and future shape our actions?

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about attitudes toward time.
- Expand knowledge and use of academic and concept vocabulary.
- Write a response to literature that effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Maintain a formal style and use transition words and varied syntax to connect parts of a text.
- Collaborate with a team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Desired Literacy Capacities

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a **required element**. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
RL.12.1 Cite strong and thorough textual evidence to support analysis	RI.12.1 Cite strong and thorough textual evidence to support analysis	W.12.4 Produce clear and coherent writing in which the development,	SL.12.1 Initiate and participate effectively in a range of	L.12.1 Demonstrate command of the conventions of <i>standard English</i>

of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ELP Standard 9-12.1	of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ELP Standard 9-12.1	organization, and style are appropriate to task, purpose, and audience. ELP Standard 9-12.9	<i>collaborative discussions</i> ·one-on-one ·in groups ·teacher-led with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ELP Standard 9-12.2	grammar and usage when writing or speaking as appropriate for Grades 11-12. ELP Standard 9-12.10
RL.12.2 Examine a <i>grade-appropriate</i> literary text. Provide an <i>objective summary</i>. Determine two or more <i>themes</i> 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. ELP Standard 9-12.1	RI.12.2 Examine a <i>grade-appropriate</i> informational text. Provide an <i>objective summary</i> of the text. 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. ELP Standard 9-12.1	W.12.5 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. ELP Standard 9-12.7	SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i>, such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ELP Standard 9-12.4	

Arkansas ELA Standards 6-12**Unpacked Standards**

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the 6th-12th Grade ELA Standards Map.

Focus Standards: These are a carefully selected subset of the total list of the grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments.	ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	Supporting Standards: These standards support, connect to, or enhance the Focus Standards. They are taught within the context of the priorities and often serve as instructional scaffolds.
RL.12.5	N/A	RL.12.2; RL.12.4; RL.12.10
RI.12.2	Standard 9-12.1	RL.12.3; RL.12.7
W.12.1	Standard 9-12.4	W.12.2; W.12.5; W.12.9
SL.12.3	Standard 9-12.6	SL.12.4; SL.12.6
L.12.4	Standard 9-12.8	L.12.2-3; L.12.5-6

Essential Questions Students will keep considering:	Understandings Student will understand that:
How does the author order the events? What effect does it have on the theme? (RL.12.5)	Authors structure texts to organize content, develop ideas, and help facilitate comprehension.
How are central ideas developed? (RI.12.2)	Central ideas are developed through facts, statements, examples, and specifics which guide the reader to a full understanding.
How can writers support assertions by appealing to logic? (W.12.1)	Writers can support assertions with appeals to logic by using case studies, cause-and-effect, analogies, statistics, anecdotes, quotes, and expert testimony.

Knowledge	Skills
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Students will acquire knowledge of: RL.12.2 • Sonnet • Theme RL.12.3 • Archetype RL.11-12.4 • Imagery RL.12.5 • Blank verse • Meter and rhyme • Internal conflict • Soliloquy • Dramatic irony • Tragic flaw • Tragic climax • Catastrophe RI.12.2 • Central idea • Supporting evidence W.12.1 • Argument • Claim • Counterclaims • Create links to texts • Format and style • Conclusion W.12.8 • Attribution L.11-12.1 • Hyphenation • Compound adjective L.12.2	Students will demonstrate the ability to: ○ Comprehend, analyze, and critique a variety of increasingly complex texts ○ Develop appropriate grade level skills in writing ○ Develop appropriate grade level skills in language ○ Develop appropriate grade level skills in speaking and listening based on the standards at or above 12th grade level.
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• Quotations L.11-12.4 • Latin prefix mal- • Latin root -turb- • Latin root -bell- • Multiple-meaning words L.12.5 • Figures of speech Literary Toolbox for 12th grade	
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Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following Common Formative Assessments (CFAs) are collaboratively designed by grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning. Pearson offers these assessments in both digital and paper-based forms. If possible it is recommended that students take the digital version because it provides the student and teacher instant feedback. Currently, LRSD secondary ELA policy is for pre/post assessments to be mirrored, so a teacher will give the same assessment for both pre- and post assessment.

[Grade 12 Quarter 2 Pre/Post Test #1](#) (Day 1/Day 5)
[Grade 12 Quarter 2 Pre/Post Test #2](#) (Day 5/Day 10)
[Grade 12 Quarter 2 Pre/Post Test #3](#) (Day 10/Day 18)
PERFORMANCE-BASED ASSESSMENT (Day 19)

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the **standards** and **requirements** of [Stages 1 and 2](#).

Instructional Resources	Prerequisite ELA Skills Charts Reading DOK Definitions ELA DOK Chart Writing DOK Chart
Suggested Timeline: Note: Highlighted Text = Standard on a Post Assessment	

[G12Q1 Map](#)

[G12Q3 Map](#)

[G12Q4 Map](#)

<u>Overview</u>
<u>Week 1</u>
<u>Week 2</u>
<u>Week 3</u>
<u>Week 4</u>
<u>Week 5</u>
<u>Week 6</u>
<u>Week 7</u>
<u>Week 8</u>