

Grade 12 Curriculum Map

Unit 1: Perception is Everything (1st 9 weeks)

Reading
<p>Goals: <i>To examine the relationship between perspective and critical theory</i></p> <p><i>To analyze and apply critical theories to various texts studied and created</i></p> <p>Genres: novel excerpt, articles, prologue, essay, poetry, advertisement, reflective essays, film clips</p> <p>Key Texts: “My Papa’s Waltz,” “In Just,” “The Last Word,” “Mushrooms,” “Stranger in the Village,” “I Remember,” <i>Invisible Man</i>, “Four Skinny Trees,” “Dirty Work: The Creeping Rollback of Child-Labor Laws,” “On Seeing England for the First Time,” “Speaking with Hands,” “The White Man’s Burden,” “The Poor Man’s Burden,” Clips from <i>Edward Scissorhands</i>, “Shooting an Elephant,” Lindo-Jong: Double Face”</p>

Vocabulary
<p>Academic: aphorism, perception, scenario, marginalize, dominant, subordinate, imperialism</p> <p>Literary: literary theory, Reader Response Criticism, <i>mise en scène</i>, visual rhetoric, imagery, prologue, Cultural Criticism</p>

Embedded Assessments
<p>1: Creating an Argumentative Photo Essay</p> <p>2: Writing a Reflective Essay</p>

Essential Questions
<p>How do artists and writers organize or construct art or text to convey meaning?</p> <p>What does it mean to be a stranger in the village?</p>

Targeted Language Arts Florida Standards
<p>LAFS.1112.RL.1.1, 1.3, 2.4, 2.5, 4.10; LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 3.7; LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10; LAFS.1112.SL.1.1, 1.2, 2.5; LAFS.1112.1.3, 2.4, 2.5, 2.6</p>

Writing and Research
<p>Goals: <i>To control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis</i></p> <p>Focus Areas: Expository, Argumentative, and Narrative</p>

Language and Writer’s Craft
<p>Goals: To use punctuation and syntax to create meaning and effect in writing</p> <p>Focus Areas: punctuation and svntax. review</p>

Speaking and Listening
<p>Collaborating to Analyze and Present Sharing and Discussing Textual Evidence Collaborating to Create a Visual Display Viewing Diverse Media</p>

Additional Assessment Opportunities
<p>Expository Writing Prompts: Activities 1.6, 1.7, 1.11, 1.13, Argumentative Writing Prompts: Activities 1.14, 1.16, 1.17 Narrative Writing Prompts: Activities 1.8, 1.18, Literary Writing/Response: Activities 1.2, 1.5, 1.9, 1.10, Citing Textual Evidence: Activities 1.6, 1.7, 1.9, 1.11, 1.12, 1.13, 1.16, 1.17, 1.18, 1.19, 1.20 Analyzing Visual Text: Activity 1.6, 1.7, 1.9, 1.11, 1.12, 1.17 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online</p>

Grade 12 Curriculum Map

Unit 1 Pacing and Planning Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
Aug. 10-14	Students Return: <ul style="list-style-type: none"> Housekeeping Summer Reading Assessment Diagnostic Assessments 		
3 periods Aug. 17-19	<p>1.1: Previewing the Unit – Unpack Embedded Assessment 1</p> <p>1.2: Perception is Everything – Writing Prompt</p> <p>1.3: Importance of Perspective – Graphic Organizer, Check Your Understanding</p>		
2 periods Aug. 20-21	<p>1.4: Introducing Reader Response Criticism – Check Your Understanding</p> <p>1.5: Applying Reader Response Criticism - Graphic Organizer, Writing Prompt</p>		
2 periods Aug. 24-25	<p>1.6: Different Ways of Seeing the World – OPTIC, Writing Prompt</p> <p>1.7: The Visual Argument- Writing Prompt</p>		
4 periods Aug. 26-28	<p>1.8: Seeing the World from My Perspective – Graphic Organizers, Check Your Understanding</p> <p>1.9: Another Perspective of the World – Ellison Model Frame, Graphic Organizer, Visual Representation</p> <p>1.10: A Symbolic Perception of Self - Writing Prompt</p>	<p>Sample Differentiation Instruction Suggestion: Use “I Remember” as a frame for students to craft a poem about their memories.</p> <p>Sample Differentiation Instruction Suggestion: In order to help students prepare for visual elements in Embedded Assessment 1, students can write the frame poem and select photographs to accompany the poem.</p>	
7 periods Aug. 31- Sept. 9	<p>1.11: Exploring Visual Rhetoric – OPTIC, Graphic Organizer, Writing Prompt</p> <p>1.12: Supporting Argument - Check Your Understanding</p> <p>1.13: Digging Deeper for Meaning - Graphic Organizer, Writing Prompt</p>		

	1.14: Writing an Argument - Argumentative Writing Prompt, Deconstructing the Prompt		
3 periods Sept. 10-11	Embedded Assessment 1: Creating an Argumentative Photo Essay		
5 periods Sept. 14-18	1.15: Previewing Embedded Assessment 2 and Looking at Cultural Criticism - Unpack Embedded Assessment 2 1.16: What is Cultural Criticism? - Writing Prompt 1.17: Imperialism: A Poetic Conversation - Reflection, Timed Writing Prompt		
2 periods Sept. 21-22	1.18: Reading with a Cultural Criticism Lens - Writing Prompt		
4 periods Sept. 23-28	1.19: Being a Stranger - Graphic Organizer 1.20: Understanding the Stranger's Perception of the Village - Graphic Organizer, Socratic Seminar Questions		
2 periods Sept. 29- Oct. 2	Embedded Assessment 2: Writing a Reflective Essay		
Oct. 5-8	Review/9Week Tests		

Grade 12 Curriculum Map

Unit 2: Perception is Everything (2nd 9 weeks)

Reading

Goals: To enhance critical thinking by studying Feminist, Marxist, and Archetypal critical perspectives

To apply multiple critical perspectives to drama, nonfiction and non-print texts

Genres: film clips, photographs, a myth, drama, song, nonfiction, a folk tale, a children’s story, short stories

Key Texts: “Orpheus sings: Pygmalion and the Statue,” *Pygmalion*, Clips from *My Fair Lady*, “Talkin’ ‘bout a Revolution,” excerpt from “Cinderella, the Legend,” “Why Women Always Take Advantage of Men,” *The Giving Tree*, *Rear Window*, “A Rose for Emily,” “The Story of an Hour,” “The Chaser”

Vocabulary

Academic: enfranchisement, patriarchal, archetypes, Archetypal Criticism, artistic license, Marxist Criticism, Feminist Criticism, montage

Literary: motif, mise en scène, myth, satire, genre conventions, tone, allusion

Embedded Assessments

- 1: Illuminating *Pygmalion*
- 2: Applying a Critical Perspective

Essential Questions

- How does applying a critical perspective affect an understanding of text?
- How does a new understanding gained through interpretation help or hinder your enjoyment of a text?

Targeted Language Arts Florida Standards

LAFS.1112.RL.1.1, 1.3, 2.4, 2.6, 3.7, 4.10;
 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 3.7, 4.10;
 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10;
 LAFS.1112.SL.1.1, 1.2, 2.4, 2.5, 2.6;
 LAFS.1112.L.1.2, 1.3, 2.4, 2.6

Additional Assessment Opportunities

Expository Writing Prompts: Activities 2.4, 2.5, 2.6, 2.11, 2.15, 2.18, 2.22, 2.23, 2.24, 2.26
Argumentative Writing Prompts: Activities 2.9, 2.13, 2.17, 2.25
Narrative Writing Prompts: Activities 2.7, 2.10, 2.12,
Citing Textual Evidence: Activities 2.2, 2.4, 2.5, 2.6, 2.11, 2.13, 2.14, 2.17, 2.18, 2.19, 2.20, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27,
Analyzing Visual Text: Activity 2.3
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online

Writing and Research

Goals: To use the writing process to create an engaging script and an insightful analytical response

To use a variety of organizational and rhetorical strategies for different modes in writing

Focus Areas: Expository, Argumentative, Narrative

Language and Writer’s Craft

Focus Areas: summarizing, organizing information, writing a dramatic script, punctuating lists, citing textual evidence

Speaking and Listening

Collaborating to Analyze and Present
 Sharing and Discussing Textual Evidence
 Viewing Diverse Media

Grade 12 Curriculum Map

Unit 2 Pacing and Planning Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
2 periods Oct. 12-13	2.1: Previewing the Unit - Unpack Embedded Assessment 1 2.2: Key Thematic Elements - After Screening Questions		
2 periods Oct. 14-15	2.3: A Closer Look: Archetypal Perspective - Poster 2.4: Viewing the Subjects - Graphic Organizer, Writing Prompt		
5 periods Oct. 16 Oct. 19-22	2.5: Introducing <i>Pygmalion</i> - Writing Prompt 2.6: Ladies and Gentlemen - Graphic Organizer, Writing Prompt 2.7: Rules of Etiquette - Writing Prompt 2.8: Reading Between the Lines - Graphic Organizers, Check Your Understanding		
10 periods Oct. 23 Oct. 26-30 Nov. 2-5	2.9: Examining Eliza's Options - Graphic Organizer, Writing Prompt 2.10: Transformations - Graphic Organizer, Writing Prompt 2.11: I Feel a Song Coming On - Graphic Organizers, Timed Writing Prompt 2.12: What Does Eliza Do? - Graphic Organizer, Writing Prompt 2.13: Examining the Archetypes - Writing Prompt		
3 periods Nov. 6 Nov. 9-10	2.14: From a Marxist Perspective - SOAPStone, Graphic Organizer, Check Your Understanding 2.15: Money, Power and Class in <i>Pygmalion</i> - Reflective Writing Prompt		
2 periods Nov. 12-13	Embedded Assessment 1: Illuminating <i>Pygmalion</i>		

6 periods Nov. 16-19 Nov. 30- Dec. 1	<p>2.16: Previewing Embedded Assessment 2 and Feminist Criticism - Unpack Embedded Assessment 2</p> <p>2.17: A Reversal of Fortune – Graphic Organizer, Writing Prompt</p> <p>2.18: Battle of the Sexes – Graphic Organizer</p> <p>2.19: From a Feminist Perspective – Graphic Organizer</p> <p>2.20: Feminist Critique: The Tree of Life - Graphic Organizer, Summary</p>		
7 periods Dec. 2-4 Dec. 7-10	<p>2.21: View from a Lens: A Review of Film Terms - Quiz</p> <p>2.22: Applying Film Terms to <i>Rear Window</i> – Graphic Organizer</p> <p>2.23: Rear Window: Screening Day 1 – Graphic Organizer, Writing Prompt</p> <p>2.24: Rear Window: Screening Day 2 - Graphic Organizer, Writing Prompt</p> <p>2.25: Rear Window: Screening Day 3 - Graphic Organizer, Timed Writing Prompt</p> <p>2.26: Looking Back Through <i>Rear Window</i> - Writing Prompt</p>		
1 period Dec. 11	2.27: One Town's Attitude: The Feminist Perspective - Graphic Organizer, Socratic Seminar		
2 periods Dec. 14-15	Embedded Assessment 2: Applying a Critical Perspective		
Dec. 16-18	Semester Exams		

Grade 12 Curriculum Map

Unit 3: Evolving Perspectives (3rd 9 weeks)

Reading

Goals: To analyze multiple interpretations of a Shakespearean tragedy

To examine critical perspectives as they apply to drama;

To analyze the use of meter and rhythm in poetry and in the play

Genres: song, poetry, film clips, drama, literary criticism, essay, playbill

Key Texts: “The Right to Love,” “The Colonization,” *The Tragedy of Othello*, *The Moor of Venice*, Film clips from two versions of *Othello*, Excerpt from *The Moor in English Renaissance Drama*, “*Othello* on Stage and Screen,” Playbill: *Othello*

Vocabulary

Literary: dramatic irony, verbal irony, situational irony, epithet

Embedded Assessments

1: Writing an Argument

2: Staging an Interpretation

Essential Questions

What role does literature play in the examination of recurring social issues?

How can a dramatic performance reflect a critical perspective?

Targeted Language Arts Florida Standards

LAFS.1112.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10;
LAFS.1112.RI.1.1, 1.2, 1.3, 4.10;
LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 3.9, 4.10;
LAFS.1112.SL.1.1, 1.2, 2.6;
LAFS.1112.L.1.1, 1.2, 1.3, 2.4, 2.6

Additional Assessment Opportunities

Expository Writing Prompts: Activities 3.3, 3.8
Argumentative Writing Prompts: Activities 3.7, 3.9, 3.13, 3.14, 3.17
Citing Textual Evidence: Activities 3.3, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.17,
Creating a Playbill: Activity 3.21
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online

Writing and Research

Goals: To analyze the ways in which historical contexts have influenced performances of the play

Focus Area: Argumentation

Language and Writer’s Craft

Focus Areas: Meter, Determining the Meanings of Words, Language Change

Speaking and Listening

Sharing and Discussing Textual Evidence
Collaborating for Textual Analysis
Collaborating for Writing
Collaborating for Performance

Grade 12 Curriculum Map

Unit 3 Pacing Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
8 periods January 6-15	Close Reading Workshop: Shakespeare		
2 periods Jan. 19-20	3.1: Previewing the Unit - Unpack Embedded Assessment 1 3.2: Creating Acting Companies - Agreement		
2 periods Jan. 21-22	3.3: Cultural Criticism – Graphic Organizer, Check Your Understanding 3.4: Language and Writer’s Craft: Meter - Poem		
2 periods Jan. 25-26	3.5: Building a Plot and Bringing it to Life: Irony – Check Your Understanding 3.6: Viewing a Cast of Characters Through a Marxist Lens - Check Your Understanding		
2 periods Jan. 27-28	3.7: A Father’s Reaction: Performing and Defending an Interpretation – Check for Understanding 3.8: “The Moor” : Character Analysis Through a Cultural Lens - Character Sketch		
2 periods Feb. 1-2	3.9: A Husband’s Response: Defending a Critical Perspective - SOAPSTone, Graphic Organizer, Writing Prompt		
4 periods Feb. 3-5, 8	3.10: A Historical Look at the Moor – Check Your Understanding 3.11: Friendly Banter or Pointed Comments? Feminist Criticism -Graphic Organizer, Quickwrite		
1 period Feb. 9	3.12: Honest Iago: The Dramatic Speech - Speech Performance 3.13: Emilia’s Secret: Defending an Interpretation – Graphic Organizers, Writing Prompt		

	3.14: Demystifying Emilia: Questioning Through a Critical Lens - Graphic Organizers, Writing Prompt, Outline		
3 periods Feb. 10-12, Feb. 16 (12 th - Early Release Day)	3.15: Staging Iago's Lies: Blocking for Effect - Graphic Organizers, Check Your Understanding		
1 periods Feb. 17	3.16: One Scene, Many Perspectives - Graphic Organizer, Performance 3.17: "Talk of You Killing?" Defending a Perspective - Check Your Understanding		
2 periods Feb. 18-19	3.18: Evaluating an Essay: Rubric Creation - Quickwrite, Scored Essay		
2 periods Feb. 22-23	3.19: Othello Through Time - Check Your Understanding		
3 periods Feb. 24-26	Embedded Assessment 1: Writing an Argument		
3 periods Feb. 29, March 1-2	3.20: Previewing Embedded Assessment 2 and Staging a Performance - Unpack Embedded Assessment 2 3.21: Playbill: Othello - Graphic Organizer Playbill		
2 periods Feb. 1-2	Embedded Assessment 2: Staging an Interpretation		This map allows for six class periods from the end of the unit to the end of the nine weeks, which is March 10 th . These days will provide time to finish Unit 2 and administer the nine weeks test.

Grade 12 Curriculum Map

Unit 4: Creating Perspectives (4th 9 weeks)

<p style="text-align: center;">Reading</p>	<p style="text-align: center;">Embedded Assessments</p>	<p style="text-align: center;">Writing and Research</p>
<p>Goals: <i>To evaluate media as an information source</i></p> <p><i>To analyze how different critical perspectives shape the reporting and interpreting of events</i></p> <p><i>To analyze the integration of quotations and their effect on the reader</i></p> <p><i>To investigate a variety of perspectives on a single event</i></p> <p>Genres: documentary, essay, online articles, theatrical trailers, historical document, articles, online columns, speech, film</p> <p>Key Texts: <i>News, War, Part III: What’s Happening to the News</i>, “How the Media Twists the News,” “Why Partisans View Mainstream Media as Biased and Ideological Media as Objective,” <i>Shut Up and Sing</i>,</p>	<p>1: Examining How an Issue is Presented in Media Texts</p> <p>2: Creating a Documentary Media Text</p>	<p>Goals: <i>To create a media text applying multiple lenses to the investigation of an event</i></p> <p>Focus Areas: Research, Argumentation</p>
<p style="text-align: center;">Vocabulary</p>	<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Language and Writer’s Craft</p>
<p>Academic: media, media channels, documentary, primary footage, archival footage, synthesize, conventions</p> <p>Literary: paradox, rhetorical slanters,</p>	<p>How do media sources influence our understanding of the truth and significance of an issue?</p> <p>How are media texts constructed to support an agenda or interpretation?</p>	<p>Focus Areas: Citing quotations, using hyphens to create compound modifiers</p>
<p style="text-align: center;">Targeted Language Arts Florida Standards</p>	<p style="text-align: center;">Speaking and Listening</p>	<p>LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9; LAFS.1112.W.1.1, 1.2, 2.4, 2.5, 2.6, 3.7,3.8, 3.9, 4.10; LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6; LAFS.1112.L.1.2, 1.3, 2.4, 2.5, 2.6</p>
<p style="text-align: center;">Additional Assessment Opportunities</p>	<p>Expository Writing Prompts: Activities 4.2, 4.5 Argumentative Writing Prompts: Activities 4.4, 4.7, 4.8, 4.11, 4.12 Citing Textual Evidence: Activities 4.2, 4.2, 4.4, 4.5, 4.6, 4.7, 4.9 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online</p>	

Grade 12 Curriculum Map

Unit 4 Pacing and Planning Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
March 14-25, March 28-29	Research Paper		
5 periods March 30-31, April 1, April 4-5	4.1: Previewing the Unit - Unpack Embedded Assessment 1 4.2: Reality TV (and Other Media) – Thesis, Graphic Organizer, Writing Prompt 4.3: Constructing Public Opinion – Graphic Organizer 4.4: Bias in News Reports - Graphic Organizers, Writing Prompt		
8 periods April 6-8, April 11-15	4.5: Framing the Investigation – Writing Prompt 4.6: Directing the Investigation – Writing Prompt, Graphic Organizer 4.7: Throwing Light on the Situation - Writing Prompt, Graphic Organizer		
3 periods April 18-20	4.8: Looking for Trouble – Graphic Organizer, Writing Prompts 4.9: Evaluating Sources - Graphic Organizer, Writing Prompt		
2 periods April 21-22	Embedded Assessment 1: Examining How an Issue is Presented in Media Texts		
2 periods April 25-26	4.10: Previewing Embedded Assessment 2 - Unpack Embedded Assessment 2 4.11: Considering the Medium - Graphic Organizer, Writing Prompt		
3 periods April 27-29	4.12: That Sounds Just Right – Writing Prompt 4.13: Turning Facts into Narrative – Thesis Statement, Graphic Organizer		

1 period May 2	4.14: Voir Dire: Facing a Jury of Your Peers - Graphic Organizers, Check Your Understanding		
4 periods May 3-6	Embedded Assessment 2: Creating a Documentary Media Text		There are five periods left for the seniors before their (estimated) last day of school. This will allow for anything that has not been covered and also for review and senior exams.

Grade 12 Curriculum Map

Unit 5: Multiple Perspectives (Suggested Time: 4.5 weeks)

Reading

Goals: *To trace a reading through a critical perspective over the course of an extended text*

To analyze two literary works through multiple critical perspectives

To analyze and then use text features of a graphic novel

Genres: graphic novel, poetry, essay

Key Texts: *The Arrival*, “The New Colossus,” “Refugee in America,” “Comments on *The Arrival*”

Vocabulary

Academic: cultures, diegetic sound, non-diegetic sound

Literary: structure, protagonist, sensory images, interior monologue, moon, flashback

Embedded Assessment

Presenting a Literary Work Through Multiple Critical Perspectives

Essential Questions

How can an examination of text through multiple perspectives affect understanding?

How do media production elements shape a message?

Targeted Language Arts Florida Standards

LAFS.1112.RL.1.1, 1.2, 1.3, 2.4, 2.5, 3.9;
LAFS.1112.RI.1.1, 1.2;
LAFS.1112.W.1.1, 1.2, 2.4, 2.5, 3.7, 3.9, 4.10;
LAFS.1112.SL.1.1, 1.3, 2.4, 2.5, 2.6;
LAFS.1112.L.1.2, 1.3, 2.6

Additional Assessment Opportunities

Expository Writing Prompts: Activities 5.10, 5.12, 5.14
Argumentative Writing Prompts: Activities 5.13
Analytical Writing Prompts: Activity 5.4, 5.7
Citing Textual Evidence: Activities 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.13, 5.15
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online

Writing and Research

Goal: *To identify parataxis and use it for effect*

Focus Area: Expository

Language and Writer’s Craft

Goal: *To identify parataxis and use it for effect*

Speaking and Listening

Goal: *To create a presentation using a performance-based or visual medium*

Sharing and Discussing Textual Evidence
Collaborating to Analyze a Visual Text
Collaborating to Apply a Critical Perspective
Collaborating for Writing
Collaborating for Performance

Grade 12 Curriculum Map

Unit 5 Pacing and Planning Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
<i>Adjust this column to add dates and/or instructional weeks based on the district calendar.</i>	<i>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</i>	<i>Add modification plans to extend learning or strengthen support based on identified student needs.</i>	<p><i>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</i></p> <p><i>You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added.</i></p> <p><i>Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</i></p>
2 periods	5.1: Previewing the Unit - Unpack Embedded Assessment 1 5.2: Independent Reading and Discussion - Quickwrite, Graphic Organizer		
5 periods	5.3: Understanding the Genre – Graphic Organizer, Quickwrite 5.4: Beginning the Graphic Novel - Graphic Organizers, Writing Prompt 5.5: Framing the Narrative - Graphic Organizers		
2 periods	5.6: Transitioning to a New Land – Graphic Organizer 5.7: Angles and Perspective – Writing Prompt		
2 periods	5.8: Marginalized Peoples – Check Your Understanding 5.9: Choosing a Perspective -Check Your Understanding		
2 periods	5.10: Adapting for the Audience – Writing Prompt 5.11: Comparing Theme – Check Your Understanding, TWIST		

1 period	5.12: Designing a Media Communication - Quickwrite, Thematic Statement		
2 periods	5.13: The Author's Perspective - Writing Prompt 5.14: Multiple Perspectives on the Graphic Novel - Writing Prompt, Graphic Organizer		
3 periods	5.15: Exploring Critical Perspectives - Graphic Organizer 5.16: Assessing Perspectives - Check your Understanding 5.17: Language and Writer's Craft: Parataxis - Check Your Understanding		
2 periods	Embedded Assessment 1: Presenting a Literary Work Through Multiple Critical Perspectives		