# Grade 12, Unit 1: Perception is Everything

## Timeline
September 8 – October 24
EA 1: Weeks 1 – 4; EA 2: Weeks 4 – 6

## Unit Goals
- To examine the relationship between perspective and critical theory.
- To analyze and apply critical theories to various texts studied and created.
- To control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis.
- To use punctuation and syntax to create meaning and effect in writing.

## Embedded Assessments

**Embedded Assessment 1: Creating an Argumentative Photo Essay**

Create and present a photo essay expressing your perspective (position) about an issue or topic of importance to you. You can use the argument you wrote in Activity 1.16 to develop a final product with at least ten images on the front that support a visual argument. On the back, include your intended thesis and a written rationale explaining how your images convey this thesis.

**Embedded Assessment 2: Writing a Reflective Essay**

Write a reflective essay that illustrates an event in which you or someone you know felt like a “stranger in the village” or was perceived as strange by some group.

## Essential Questions

How do artists and writers organize or construct art or text to convey meaning? ❖ What does it mean to be a stranger in the village?

## Common Core Focus Standards

RL.11-12.1; RL.11-12.4; W.11-12.9; W.11-12.1; W.11-12.5

## Language and Writer’s Craft

- Punctuation and syntax 1.9 • Verbals 1.18
- Grammar
  - Sentence variety 1.9 • Stylistic devices 1.10 • Clauses 1.13 • Quotations 1.19

## Academic Vocabulary (Tier 2)

- Aphorism • Perception • Perspective • Scenario • Marginalize • Dominant • Subordinate • Imperialism

## Literary Vocabulary (Tier 3)

- Literary theory • Reader Response Criticism • Mise en scene • Visual rhetoric • Imagery • Prologue • Cultural Criticism

## Resources for Differentiation

See my.psd401.net > Curriculum Links > Curriculum Resources > Literacy > Secondary > Curriculum Maps for resources to support and extend.
### Common Core Focus Standards

**RL 11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL 11-12.4** 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 that is particularly fresh, engaging, or beautiful.

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

  e. Provide a concluding statement or section that follows from and supports the argument presented.

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W 11-12.5:** 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.

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| **EA 1 Assignment:** Organize and present a photo essay expressing your perspective (claim) about an issue or topic of importance to you. You can use the argument you wrote in Activity 1.16 to develop a final product with at least ten images on the front that support a visual argument. On the back, include your intended thesis and a written rationale explaining how your images convey this thesis. **EA 1 Process Ideas:**  
  - Allow students to use existing photographs, but organize them into their own arguments. Ask them to provide a Works Cited page for images they did not take.  
  - Offer a list of topics. **EA 2 Assignment:** Write a reflective essay that illustrates an event in which you or someone you know felt like a “stranger in the village” or was perceived as strange by some group. Be sure to comment on the significance of the event. **EA 2 Process Ideas:**  
  - Provide examples of relatable events through which a person might feel marginalized. | **EA 1 Assignment:** Create and present a photo essay expressing your perspective (position) about a local issue or topic of importance to you. You can use the argument you wrote in Activity 1.16 to develop a final product with at least ten images on the front that support a visual argument. On the back, include your intended thesis and a written rationale explaining how your images develop this thesis. **EA 1 Process Ideas:**  
  - Challenge students to incorporate a visual counterargument into their essays. **EA 2 Assignment:** Write a reflective essay that illustrates an event in which you or someone you know felt like a “stranger in the village” or was perceived as strange by some group. Intentionally incorporate a dash, parallel structure, fragments for style, and polysyndeton in your essay. **EA 2 Process Ideas:**  
  - Practice using syntactical strategies to enhance description throughout the unit. Use effective sentences as further models for the whole class. |