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| **Unit: II – College and Career Connections** | |
| **Dates:** October 28 – January 17 | **Assessment:** IA#2 |
| **Topics:** email and cloud organization, academic habits, building relationships via professional email, reflection, writing a personal narrative, internet research, career and major profiles, goal-setting | **Length of unit:** 16 instructional days |

**Short description**:

* *Telling your story and building your brand through personal narrative:* Whereas the 9th grade course focuses on the basics of how to calculate and understand GPA and transcript, the 10th grade course hones in on personal narratives that affirm positive identity and function as a tool a student can leverage to market him/herself for a high-stakes opportunity.
* *Career pathways:* Whereas the 9th grade course prioritizes understanding the path to selective colleges and universities, the 10th grade course aims to help students develop a clear picture of the job market, industries, careers, and the functions and roles they can access with a college degree. It further helps students develop a clear vision of the steps and opportunities they can pursue to secure opportunities in target industries/careers.

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| **Enduring Understandings**   * My cumulative GPA is something that is affected by my everyday actions and decisions in school. * Writing a compelling personal narrative that uses authentic voice, strong writing, and a unique perspective is one way that I can show colleges what type of story I am likely to write on their campus. * Building a high school resume is an ongoing investment that only pays off if one begins making that investment early, often and purposefully. My resume is a reflection of my choices and tells colleges the person I will bring to their campus. * Keeping my files and emails organized will make my life less stressful and free up more time for the things I love. * Employing key professional email conventions and appropriate tone will enable me to successfully advocate for and obtain important opportunities including grade changes, help on assignments, advice and guidance, and recommendations and references. | **Essential Questions**  * How is my cumulative GPA affecting my “best fit” summer options, and by extension, my college options? * To what extent should I consider lifetime potential earnings when choosing a major or career path? * How do college majors and graduate degrees link to different career fields and either grant or limit access to different career profiles within those fields? * What does a personal statement add to a scholar’s application package? Why do colleges look for strong writing, authentic voice, and a unique perspective in personal statements? * How does my personal narrative create an effective bridge from my past to my future in college and beyond? * How can I independently use the Story-To-College Moments Method to improve my writing or seek help in a productive, pro-active manner? * What are the appropriate structures of a professional e-mail request of someone in a leadership position? |

**Assessment Matrix for Unit II:**

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| **Homework Grades** | **Classwork Grades** | **Formative Assessments** | **Summative** |
| Homework | Classwork | Formative Tasks | Summative Tasks |
| * Email Habits * Vocab Bible Checks * Seminar Prep * Story HW | * Participation, including active use of target SAT Vocabulary * Hitting targets during independent work time | * Weekly vocabulary quizzes * Daily exit tickets | * SMART Goals * IA #2 SAT sentence completion section * IA#2 CRS skills/systems/habits section * IA#2 Personal Statement PBA * Career & Major Exploration Project |

**Unit 2 Standards:**

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| ***CRS-10 Power Strands & Standards*** | ***IA book*** | ***Assessment format*** | ***Timing guidance*** |
| ***A* Academic reflection** | | |  |
| 1. CR10thGWBAT compare goal QI GPA with actual QI GPA, identifying academic habits and actions that account for differences and areas for improvement of habits. | Sophomore goals reflection PBA (book III) | See goal-setting rubric. | Week 1 |
| 1. CR10thGWBAT impute the QII and sophomore year GPAs needed to achieve their rolling QII cumulative and end-of-year cumulative GPA targets. | Sophomore goals reflection PBA (book III) | See goal-setting rubric. | Week 1 |
| 1. CR10thGWBAT set 2 SMART goals and methods of measurement for hitting their QII GPA targets. | Sophomore goals reflection PBA (book III) | See goal-setting rubric. | Week 1 |
| ***B* Summer programs** | | |  |
| 1. CR10thGWBAT use the summer programs application calendar to create and execute an individual plan for completion. | Summer programs application rubric (book III) | See summer program application rubric. | Week 2 |
| 1. CR10thGWBAT compose a professional email requesting a letter of recommendation from a teacher or advisor. | Professional email rubric (book III) | See professional email rubric. | Week 2-3 |
| ***E* Personal narrative** | | |  |
| 1. CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt. | Personal statement PBA (book III) | See personal statement rubric. | Week 3 |
| 1. CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric. | Personal statement PBA (book III) | See personal statement rubric. | Weeks 4-6 |
| ***D* Career paths** | | |  |
| 1. CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between choice of college major and access to industries and functional roles. | Book II MC | See Book II examples. | Week 7/8 |
| 1. CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between high school achievement and access to college majors that maps to specific to industries and functional roles in these career clusters. | Book II MC | See Book II examples. | Week 7/8 |
| 1. CR10thGWBAT explain how academic preparedness and performance in high school impacts college and career choices and in turn earning potential by evaluating the May 2013 Brookings Center on Children and Families’ study on college ROI. | Book II MC | See Book II examples. | Week 7/8 |

**Unit 2 Pacing Calendar:**

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| **Lesson** | **Vocabulary** | **CR Ex-Vocabulary Standard + Aim** | **Do-Scape and Deliverables** |
| 2.1 | obscurity, obstinate, obliterate | Standards:  N/A – Procedures/Email habits lesson.  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  AIMS:  SWBAT quickly and easily access important documents in Google Drive by creating a personal organization system that includes folders for each grade, as well as subfolders for each class with electronic deliverables.  By leveraging the full functionality of Gmail, SWBAT reach the state of “inbox zero” by searching, starring, creating folders, labeling and archiving email. | * Binder Dump * Vocab Blitz * Organize Google Drive * Organize Gmail Inbox |
| 2.2 | effervesce, extol, excise | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  A1: CR10thGWBAT compare goal QI GPA with actual QI GPA, identifying academic habits and actions that account for differences and areas for improvement of habits.  A2: CR10thGWBAT impute the QII and sophomore year GPAs needed to achieve their rolling QII cumulative and end-of-year cumulative GPA targets.  AIM:  Using the AFBHS online GPA calculator and academic planner, SWBAT input grades from freshman year and Q1 of sophomore year and compare projected cumulative GPA to cumulative GPA goals. | * Vocab Blitz * Input grades from 9th grade and 10th grade into GPA Calculator * Input 10th grade goal grades into GPA Calculator * Compare projected GPA to goal cumulative GPA |
| 2.3 | QUIZ #1 | Standards:  SWBAT demonstrate vocabulary mastery by writing original context sentences and completing SAT-style fill-in questions.  A3: CR10thGWBAT set 2 SMART goals and methods of measurement for hitting their QII GPA targets.  AIM:  Using evidence from their GPA/admissibility reflection and Q1 academic habits, SWBAT reflect on projected college admissibility and the impact of achieving their goals on their college admissibility.  Using evidence from their GPA/admissibility reflection and Q1 academic habits, SWBAT set two new SMART goals and methods of measurement for hitting their QII GPA targets. | * Vocab Quiz * Reflect on progress towards goals set in Q1 * Reflect on admissibility/GPA goal * Set two SMART goals based on data |
| 2.4 | credo, credible, credulity | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  D1: R10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between choice of college major and access to industries and functional roles.  D3: CR10thGWBAT explain how academic preparedness and performance in high school impacts college and career choices and in turn earning potential by evaluating the May 2013 Brookings Center on Children and Families’ study on college ROI.  AIMS:  SWBAT identify career fields in which a specialized body of knowledge is required, and thus specific academic preparation in high school and college is required.  SWBAT explain the difference between undergraduate degrees, graduate degrees and professional degrees and cite potential reasons for choosing to pursue said degrees. | * Vocab Blitz * Intro to majors – for what careers do you need a specialized body of knowledge? * Graduate School 101 – when do you get an MD, JD, MA? * HW: Seminar Prep |
| 2.5 | loquacious, colloquialism, soliloquy | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  D2: CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between high school achievement and access to college majors that maps to specific to industries and functional roles in these career clusters.  AIMS:  Text-Dependent Question:  To what extent should students prioritize lifetime earnings potential versus job satisfaction when deciding on a major and a career? | * Vocab Blitz * Mini-seminar: lifetime earnings v. happiness |
| 2.6 | QUIZ #2 | Standards:  SWBAT demonstrate vocabulary mastery by writing original context sentences and completing SAT-style fill-in questions.  D2: CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between high school achievement and access to college majors that maps to specific to industries and functional roles in these career clusters.  AIMS:  Given the College Board Major and Career Exploration Center, SWBAT research 3 potential career paths and identify three possible majors that could prepare them for those careers. | * Vocab Quiz * Intro to Major & Career Research Project * MCR Pt. 1 - Careers |
| 2.7 | indefatigable, affable, reprehensible | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  D2: CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between high school achievement and access to college majors that maps to specific to industries and functional roles in these career clusters.  AIMS:  Given the College Board Major and Career Exploration Center, SWAT  Given research on majors and careers, SWBAT explain how they can maximize their performance in high school in order to prepare for target majors and gain access to desired career fields. | * Vocab Blitz * MCRP Pt. 2 - Majors |
| 2.8 | virulence, transience, reverence | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  D2: CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between high school achievement and access to college majors that maps to specific to industries and functional roles in these career clusters.  AIMS:  Given previous research through College Board, SWBAT to create a summary report about the career that currently most interests them, including which majors are aligned to that career, the potential earnings of that career, and the implications for high school performance. | * Vocab Blitz * MCRP Pt. 3 – Conclusions |
| 2.8 | QUIZ #3 | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  SWBAT explain how showing strong writing, a unique point of view and authentic voice in a personal statement can boost a scholar’s competitiveness in the college process.  SWBAT identify experiences that naturally connect their past to their future by completing “The Bridge” exercise. | * Vocab Quiz * Intro to college essays: strong writing, unique point of view, authentic voice * The Bridge * HW: Reading as listening - The Moth, Story Corps |
| 2.9 | prosaic, concord, hypocrisy | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  SWBAT distinguish between scripts (predictable, general writing) and stories (things only you can tell).  SWBAT to generate a story portfolio by brainstorming 10 scripts about themselves and opening up 3 of those scripts into specific moments that reveal nuance behind the scripts. | * Vocab Blitz * Scripts 🡪 Stories * Story Portfolio * HW: Reading as listening - The Moth, Story Corps |
| 2.10 | recourse, corporal, dispassionate | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  Given the specific moments generated in 2.9, SWBAT choose the moment that has the best potential for an impactful college essay and expand the details surrounding that moment. | * Vocab Blitz * Choose a moment * Define the moments 🡪 change, achievement, risk, dilemma * Expand the moment 🡪 who what, where, when? * Peer Feedback – which has the best story to tell? |
| 2.11 | QUIZ #4 | Standards:  SWBAT demonstrate vocabulary mastery by writing original context sentences and completing SAT-style fill-in questions.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  Given an inquisitive interview with a partner and recording equipment, SWBAT transcribe a first draft of their “Defining Moments” story. | * Quiz * Interview + Details * Write it out |
| 2.12 | Cumulative Review | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  Using guidelines from the Story to College Moments Method, SWBAT to revise their transcriptions to improve emotional resonance by bringing out the magnet, pivot and glow.  SWBAT polish their essays to remove colloquialisms and non-standard spelling/punctuation. | * Vocab Cumulative Review * Improving Magnet, pivot, glow. * Peer feedback: Magnet, pivot, glow |
| 2.13 | Cumulative Review | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  Given their transcriptions, SWBAT highlight places where authentic voice is strongest and places where language is too general and revise their stories by replacing general statements (interpretations, internal dialogue and emotion) with specifics (action, external dialogue and description.) | * Vocab Cumulative Review * Highlighting strongest parts (Contract and expand) * Peer Feedback: Three D’s: Interpretations/Internal Dialogue/Emotion 🡪 Actions, external dialogue, description |
| 2.14 | Cumulative Review | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIMS:  SWBAT perform their essay to a peer and incorporate feedback on details, description and dialogue. | * Vocab Cumulative Review * Peer Feedback: Overall - Interpretations/Internal Dialogue/Emotion 🡪 Actions, external dialogue, description * HW: Proofread for grammar, ask a friend to do the same * SUBMIT FINAL ESSAY |
| 2.15 | OPTIONAL BONUS VOCAB: reconcile, concord, concessions, provocative, dissolution | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  AIM:  TBD – Aligned to Book 2, majors and career stuff | * Vocab Review OR Non-list Vocab Instruction * Flex Review: Aligned IA problems on majors, careers and resumes * Personal Statement Gallery Walk/Story Slam |
| 2.16 | OPTIONAL BONUS VOCAB: reconcile, concord, concessions, provocative, dissolution | Standards:  SWBAT increase morphemic awareness and SAT vocabulary mastery by engaging in rigorous Marzano wordplay activities.  CR10thGWBAT select an essay prompt for which they have a high-impact narrative to share and can explain the key revelations or experiences that they will share through writing to this prompt.  CR10thGWBAT craft a pre-final personal statement draft that scores a 2.5+ on the personal statement rubric.  TBD – Aligned to Book 2, majors and career stuff | * Vocab Review OR Non-list Vocab Instruction * Flex Review: Aligned IA problems on majors, careers and resumes * Personal Statement Gallery Walk/Story Slam |

**IA Cycle #2 SAT Vocabulary**

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| **Morpheme** | **Word** | **Part of speech** | **Definition** | **Example sentences (x2)** |
| ob-/of-/op-  (against, contrary, across from)  (Ex. offend, oppose, obstacle) | obscurity | noun | the state of being not well known  the state of being unclear or hard to understand (literally – in darkness) | Three years ago, Gillibrand was plucked from political obscurity to replace Hillary Rodham Clinton as New York’s junior senator.  Many musicians played in obscurity for years before becoming rock stars. |
| obstinate | adjective | Adj: extremely stubborn  SYN: inflexible, disobedient  ANT: docile, meek | Mr. Shuttlesworth was temperamental, even obstinate, and championed action and confrontation over words.  [New York Times Oct 5, 2011](http://feeds.nytimes.com/click.phdo?i=65dae732998cd7fd34b528200328dd2a)  Once again, Tyler motioned him, but Max was obstinate.”  [New York Times May 14, 2011](http://feeds1.nytimes.com/~r/nyt/rss/Sports/~3/SZJ_AH3sea4/a-year-before-the-black-sox-whiff-of-scandal-wafts-over-1918-world-series.html) |
| obliterate | verb | destroy to the point of nothingness | He’s convinced that having destroyed Gus’ computer, they’ve obliterated all the evidence.  [Slate Jul 15, 2012](http://feeds.slate.com/click.phdo?i=50312b6beb56b55f8781193b5053c157)  A fire or natural disaster can obliterate your meager savings.”  [Washington Post Mar 10, 2012](http://feeds.washingtonpost.com/click.phdo?i=171ad9dffc01e27ff501762ad75bc973) |
| ex-/e-/ef- (out of, from) | effervesce | Verb | fizz, foam, bubble, froth or sparkle | When bread rises, it really is slowly effervescing.  [Ritchie, John W. (John Woodside)](http://www.gutenberg.org/ebooks/29838)  Baking soda mixed with an acid always effervesces.  [Ritchie, John W. (John Woodside)](http://www.gutenberg.org/ebooks/29838) |
| extol | Verb | Praise, glorify | Environmentalists and renewable energy enthusiasts have been extolling electric cars for years, and now consumers are actually buying them.  [Scientific American Aug 21, 2012](http://rss.sciam.com/click.phdo?i=da92059572993349c79297496bacc4ba)  Both men extol the same virtues of hard work, self-sacrifice and devoted parenting.  [Time Oct 8, 2012](http://feedproxy.google.com/~r/time/ideas/~3/AI7RBuSNxio/) |
| excise | verb | Remove by cutting or crossing out | Senate Democrats excised $1.4 billion set aside for land and water conservation.  [New York Times Jun 29, 2012](http://feeds.nytimes.com/click.phdo?i=0bbe4e18e4ca5e1ad79dd9ca5ba7f425)  He excised this passage from subsequent editions of the book, but never altered his view.  [The Guardian Jan 7, 2011](http://www.guardian.co.uk/books/2011/jan/08/john-gray-immortality) |
| cred (to believe)  (Ex. incredible, credit, credentials) | credo | noun | A system of principles or beliefs | One Weight Watchers credo, she said — to eat until one is satisfied, not stuffed — remained firmly in place.  [New York Times Dec 3, 2010](http://feeds.nytimes.com/click.phdo?i=bcacd8b73731cec564e0266fb863b1de)  He lives by Albert Einstein’s credo, “imagination is more important than knowledge.”  [Scientific American Apr 28, 2012](http://rss.sciam.com/click.phdo?i=ab20e0550e05b851a9c2bc3fb02801a5) |
| credible | Adjective | reliable, legitimate | The research described in Quick Study comes from credible, peer-reviewed journals.  [Washington Post Sep 24, 2012](http://feeds.washingtonpost.com/click.phdo?i=e1803bb3d49a508bf500f14c6af65f4e)  But some planetary scientists now see no credible signs that there ever was any methane on Mars.  [Science Magazine Jun 21, 2012](http://news.sciencemag.org/sciencenow/2012/06/could-a-whiff-of-methane-revive.html?rss=1) |
| credulity | noun | Willingness to believe anything  SYN: trust, gullibility, naivete  ANT: incredulousness | Reynolds is not necessarily known for his dramatic skill, and parts of his performance sometimes strain both credulity and continuity.  [Seattle Times Sep 30, 2010](http://seattletimes.nwsource.com/html/movies/2013041157_mr01buried.html?syndication=rss)  But it strains credulity to think the museum would not have consulted with its defense ministry patrons before proceeding.  [New York Times Sep 25, 2010](http://feeds.nytimes.com/click.phdo?i=a9feec865fe2785a20476ececc3bf04d) |
| loqu/locut (speak,talk)  (Ex. eloquent) | loquacious | Adj | Full of trivial conversation  SYN: chatty, gabby, garrulous, talkative  ANT: reticent, taciturn, quiet | Jones is typically is more loquacious after games, but cut short his comments Sunday night: “My hats off to the Giants.”  [New York Times Dec 12, 2011](http://feeds1.nytimes.com/~r/nyt/rss/Sports/~3/olpz9Ip5ivY/cowboys-find-another-agonizing-way-to-lose.html)  A silent man by nature, he could not bear loquacious people.  [Jebb, Louisa](http://www.gutenberg.org/ebooks/38319) |
| colloquialism | Noun | Expression not used in formal writing or speech  SYN: Slang  ANT: | As these messages are being shared by millions of people on Twitter, the software also takes into account colloquialisms.  [New York Times Aug 1, 2012](http://feeds.nytimes.com/click.phdo?i=d5897b5e10940b64f893c24f40c7bc4f)  He had lived a great deal in America, and his speech was full of American colloquialisms.  [McCarthy, Justin](http://www.gutenberg.org/ebooks/21637) |
| soliloquy | noun | A speech you make to yourself  SYN: monologue | Meanwhile, four rabbits have taken advantage of your soliloquy to make good their escape.  [Greville, Beatrice Violet Graham](http://www.gutenberg.org/ebooks/39025)  Soliloquies are often used to explain action or character.  [Thorndike, Ashley H.](http://www.gutenberg.org/ebooks/38711) |
| -able/-ible (can be done)  (Ex.) | indefatigable | Adjective | untiring  SYN: diligent, energetic  ANT: | He was a daring and sagacious researcher, indefatigable in his quest for information.  [Scientific American Aug 24, 2012](http://rss.sciam.com/click.phdo?i=d7a583f81f2f226f24f23717de88f109)  Within three hours the indefatigable Rupert insisted on continuing his journey.  [Scott, Eva](http://www.gutenberg.org/ebooks/39426) |
| affable | Adjective | Giving off warmth and friendliness  SYN: friendly | Widely regarded as one of the more affable personalities in the league, Belak planned to get involved in broadcasting after his playing career.  [Washington Post Sep 1, 2011](http://feeds.washingtonpost.com/click.phdo?i=c7efbce64b43171d6e2c4616e4d83ffc)  Affable and well-connected, Mr. Worden helped Ms. Schmidt navigate the island’s complicated social politics.  [New York Times Aug 29, 2012](http://www.nytimes.com/2012/08/30/fashion/nantucket-benefits-from-a-google-long-distance-marriage.html?partner=rss&emc=rss) |
| reprehensible | adjective | Deserving criticism, bad  SYN: blameworthy  ANT: praiseworthy | “To us, to me personally, this video is disgusting and reprehensible,” Mrs. Clinton said at a briefing with Morocco’s foreign minister.  [New York Times Sep 13, 2012](http://www.nytimes.com/2012/09/14/world/africa/libya-attacks-came-in-two-waves-official-says.html?partner=rss&emc=rss)  UN Secretary General Ban Ki-moon said that any thought of using chemical weapons would be "reprehensible".  [BBC Jul 23, 2012](http://www.bbc.co.uk/news/world-middle-east-18963720#sa-ns_mchannel=rss&ns_source=PublicRSS20-sa) |
| -ence (state of, noun) | virulence | Noun | Extreme harmfulness or hostility | Scorpions noted for the virulence of their poison abound as well as horse leeches in the tanks.  [Various](http://www.gutenberg.org/ebooks/32607)  He begins by assailing me with much ridiculous virulence because the chief personages in my story are puppies.  [Mason, Stuart](http://www.gutenberg.org/ebooks/33689) |
| transience | Noun | brevity, impermanence | There, Monet could see the daily transience of things saved from oblivion only by memory and by art.  [New York Times Oct 4, 2010](http://feeds.nytimes.com/click.phdo?i=812d88e64624c66d87f7f889daa1099c)  Still, ratings may be tainted if frequent transience requires teachers to integrate newcomers and adjust to departures.  [BusinessWeek Jul 15, 2010](http://www.businessweek.com/magazine/content/10_30/b4188058281758.htm) |
| reverence | noun | a feeling of profound respect for someone or something | Today, after a decade in the major leagues, Suzuki still displays that same reverence on a daily basis, caring for his bats like Stradivarius violins.  [New York Times Sep 24, 2012](http://www.nytimes.com/2012/09/25/sports/baseball/for-ichiro-suzuki-respect-for-bats-is-key-to-hitting.html?partner=rss&emc=rss)  However, if you're not singing you should at least stand in silent reverence until it is completed.  [Chicago Tribune Dec 16, 2010](http://feeds.chicagotribune.com/~r/chicagotribune/sports/~3/UagQa6nWpuo/chi-hawks-kuc-1216,0,207948.storylink) |
|  | **Prosaic** | Adjective | Lacking wit or imagination, dull  Syn: uninteresting | This adjective is from Latin *prosa* "prose," which is ordinary writing intended to communicate ideas and information. *Prose* is often contrasted with poetry, which usually has a more imaginative and original style.  **Most of us lead a *prosaic* everyday life, sometimes interrupted by some drama or crisis.**  They often conduct classes in preventing gang violence or bullying, as well as handle more **prosaic** tasks like issuing traffic tickets.  [*New York Times*Dec 18, 2012](http://www.nytimes.com/2012/12/19/education/after-newtown-shootings-schools-consider-armed-security-officers.html?partner=rss&emc=rss)  Drivers in Honolulu, however, have to put up with a far more **prosaic**view: brake lights.  [*Economist*Jul 12, 2012](http://www.economist.com/node/21558615?fsrc=rss|ust)  But inside Greece, local leaders are struggling with more **prosaic**concerns, like trash pickups.  [*Wall Street Journal*Jun 8, 2012](http://online.wsj.com/article/SB10001424052702303665904577454730240574536.html?mod=fox_australian)  The surroundings were decidedly **prosaic** but the drama worthy of one of those hammy Martin Scorsese flicks about conflicting loyalties and confused identities.  [*The Guardian*Feb 14, 2011](http://www.guardian.co.uk/football/blog/2011/feb/14/stuttgart-bundesliga-raphael-honigstein) |
| **Concord** | Noun | Agreement, a harmonious state of things in general  Syn: agreement | The United Nations could work tirelessly to establish a concord between warring nations, or you might even work to establish a concord among the warring factions on your cheerleading team. A concord brings peace and harmony — just like a peace treaty.  **If you want to watch a romantic comedy and your date wants to watch a horror film, you might compromise and come to a *concord* by agreeing to watch an action comedy.** |
| **hypocrisy** | Noun | Pretending to have qualities or beliefs that you do not have  Hypocrite  Hypocritical | Not practicing what you preach  Many times kids are enraged by their parents' hypocrisy when parents make their children follow rules they don't follow themselves.  **People who are vegetarians on a moral basis but wear leather jackets?**  Franz-Olivier Giesbert, writing in France's Le Point, accused the abolitionists of **hypocrisy** for focusing on bullfighting while ignoring animal cruelty in slaughterhouses.  [*New York Times*Sep 21, 2012](http://rendezvous.blogs.nytimes.com/2012/09/21/bullfighting-hallowed-tradition-or-animal-torture/?partner=rss&emc=rss) |
|  | **Recourse** | Noun | A source of help  Syn: refuge, resort  To have no recourse =  To have no other options left | **If you're failing trigonometry in spite of studying until your brain hurts, you may have no *recourse* but to hire a tutor.**  People seek recourse from such difficulties as debt, illness and legal woes, so you can think of *recourse* as the words "retreating from curses" squished together.  Smothered under the basket, at times Aaron Gordon had no **recourse** other than bulldozing through defenders.  [*Seattle Times*Dec 31, 2012](http://seattletimes.nwsource.com/html/huskybasketball/2020031245_huskymen01.html?syndication=rss)  Dr. Szasz bristled but had little **recourse**, and his teaching was curtailed.  [*New York Times*Sep 11, 2012](http://www.nytimes.com/2012/09/12/health/dr-thomas-szasz-psychiatrist-who-led-movement-against-his-field-dies-at-92.html?partner=rss&emc=rss)  Fees and restrictions for checking baggage on airlines are perpetually rising, but pole-vaulters have little **recourse**.  [*New York Times*Jun 22, 2012](http://feeds1.nytimes.com/~r/nyt/rss/Sports/~3/VZC5sLDHN7c/for-pole-vaulters-travel-may-be-hardest-part.html)  The people affected by the drought in Kenya are poor to begin with; when things turned bad, they had no **recourse**.  [*New York Times*Nov 26, 2011](http://feeds.nytimes.com/click.phdo?i=ed2f36ba87e6e0cfe5c30c3e8ed4de83) |
| **corporal** | Adjective | Affecting the body as opposed to the mind or spirit | Elsewhere, this word has to do with physical things and beings. A ghost is not corporal — it has no body. In a horror movie, corporal monsters like zombies and vampires can do more damage.  Federal prosecutors have described the self-deprivation and **corporal**punishment in more ominous terms: as ways for followers to show their slavish devotion to Mr. Mullet.  [*New York Times*Dec 29, 2012](http://www.nytimes.com/2012/12/30/us/amish-community-says-cutting-of-hair-began-as-a-reminder-to-repent.html?partner=rss&emc=rss)  Many of my childhood friends experienced some form of **corporal**punishment and emerged into adulthood unburdened with daily thoughts on the subject.  [*New York Times*Nov 9, 2012](http://www.nytimes.com/2012/11/11/fashion/modern-love-a-spanking-fetish-is-not-revealed-easily.html?partner=rss&emc=rss)  On Friday, Nagasu said her mother had sometimes used **corporal**punishment, slapping her when she was younger.  [*New York Times*Jan 24, 2010](http://feeds1.nytimes.com/~r/nyt/rss/Sports/~3/0kbiFXpoTfA/24longman.html) |
| **dispassionate** | adjective | Unaffected by strong emotion  impartial | **describes someone who is not getting carried away by—or maybe not even having—feelings. It's something you'd want to see in a surgeon, who keeps cool under pressure, but not in a romantic partner.**  *Dispassionate* is the opposite of *passionate*, and while*passions* are said to run "hot," dispassionate people are often described as "cold." A city marshal whose job is it to evict people behind on their rents must conduct their job with*dispassionate* fairness, but still, no one wants to be their friend.  He, of course, is the **dispassionate**, objective observer with no ax to grind, only interested in reporting the scientific facts.  [*Salon*May 28, 2012](http://www.salon.com/2012/05/28/is_aggression_genetic/)  In the fun-house mirror world of cable TV journalism, **dispassionate**professionalism has come to seem the lamest pose of all.  [*Salon*Jan 21, 2011](http://www.salon.com/news/feature/2011/01/21/us_tv_olbermann/index.html)  **Dispassionate** and unflashy, Fabolous displays the careful surgery that goes into stealing other rappers’ songs.  [*New York Times*Dec 17, 2010](http://feeds.nytimes.com/click.phdo?i=0fcd36e33d736a2d5dde424b94c393d4)  Prosecutors were **dispassionate**, even monotone, when questioning witnesses.  [*Time*Jul 26, 2010](http://feedproxy.google.com/~r/time/politics/~3/lT3OiNzYRx8/0,8599,2006434,00.html)  It's easy to knock Seattle fans and consider them **dispassionate**, but they care more than enough about winning.  [*Seattle Times*Jul 22, 2010](http://seattletimes.nwsource.com/html/thebrewery/2012416700_podcast_are_the_fans_really_to.html?syndication=rss) |