

Moon Area School District Curriculum Map

Course: English 12

Grade Level: 12

Content Area: English Language Arts

Frequency: Full-Year Course

In twelfth grade, students move towards academic independence and college-and-career readiness. Students grapple with demanding texts by integrating previously learned skills to analyze and evaluate the writer's premise, purpose, and argument in both informational and literary text. Students conduct sustained research and engage in sharp distinctive writing while making informed decisions, solving problems, evaluating the credibility and accuracy of sources, and noting discrepancies among the resources.

Using previously learned competencies, students master skills such as asking their own questions, solving their own problems, and leading their own class discussions. Finally, students continue to develop the skills in reading, writing, speaking, and listening to master purposeful and independent expression.

Big Ideas

1. The continual process of self-reflection leads to an ever-refined sense of self-awareness that is critical to becoming a self-actualized adult.
2. A well-lived life is dependent upon the quantity and quality of the relationships we develop over time.
3. The educated person holds many perspectives in mind, first exercising the act of how to think before finalizing what one thinks.
4. Life-long learning is essential to life-long success.
5. Our past can unlock our potential for our future.

Essential Questions

1. What are the essential character traits and behaviors that help humans overcome adversity?
2. How can individuals make the greatest difference in improving the lives of others?
3. How does a person's reputation and integrity benefit or undermine their future opportunities and choices?
4. How can you create a legacy?
5. Based on your own unique experiences, what life advice could you give to inspire others?

Primary Resource(s) & Technology:

Select Novels, Textbook Series, IXL online software,
Microsoft Teams, Promethean Boards, Student Laptops/iPads

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
<p>1/ 1, 4, 5</p>	<p>CC.1.2.11-12.C CC.1.2.11-12.G CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.4.11-12.V CC.1.2.11-12.B CC.1.5.11-12.A</p> <p>Title: “The Good Life”</p> <p>Featured Content: <i>The Last Lecture</i></p> <p>Vocabulary: Interaction, Implicit, Visually, Quantitatively, Tone, Narrative</p>	<ul style="list-style-type: none"> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. Write with an awareness of the stylistic aspects of composition. Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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, 	<p>August - September</p> <p>(4-6 Weeks)</p>

		<p>demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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. 	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
2/3	<p>CC.1.3.11-12.F</p> <p>CC.1.4.11-12.B</p> <p>CC.1.4.11-12.D</p> <p>CC.1.4.11-12.V</p> <p>CC.1.5.11-12.C</p> <p>CC.1.5.11-12.F</p> <p>Title: “Good vs. Evil”</p> <p>Featured Content: <i>The Inferno</i></p> <p>Vocabulary: Tone, Topic, Task, Audience, Visually, Quantitative, Orally</p>	<ul style="list-style-type: none"> Evaluate how words and phrases shape meaning and tone in texts. Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Introduce the precise, knowledgeable claim. Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. 	<p>October</p> <p>(4 Weeks)</p>

		<ul style="list-style-type: none"> • Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • 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. 	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
3/5	CC.1.2.11-12.C CC.1.2.11-12.G CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.4.11-12.V CC.1.2.11-12.B CC.1.5.11-12.A Title: “Pivotal Choices” Featured Content: <i>Food, Inc. & In Defense of Food</i> Vocabulary: Syntax, Transitions,	<ul style="list-style-type: none"> • Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. • Write with an awareness of the stylistic aspects of composition. • Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. • Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; 	November (2-3 Weeks)

	<p>Synthesize, Discrepancies, Accuracy, Credibility, Digital Media, Reasoning, Evidence, Author's Choice, Tone, Topic, Task, Audience, Syntax, Transitions, Claims, Counterclaims, Bias, Narrative, Synthesize</p>	<p>provide a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> • Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • 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. • Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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. 	
<p>Big Ideas/ EQs</p>	<p>Focus Standard(s)</p>	<p>Assessed Competencies (Key content and skills)</p>	<p>Timeline</p>
<p>2, 3, 5/ 2, 3</p>	<p>CC.1.3.11-12.C CC.1.3.11-12.F CC.1.4.11-12.I CC.1.4.11-12.P CC.1.4.11-12.V CC.1.4.11-12.B CC.1.4.11-12.D</p>	<ul style="list-style-type: none"> • Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. • Write with an awareness of the stylistic aspects of composition. • Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the 	<p>November - December (4-6 Weeks)</p>

	<p>Title: “Making a Difference in the Lives of Others”</p> <p>Featured Content: <i>Freedom Writers</i></p> <p>Vocabulary: Complex, Parallel Structure, Metaphor, Simile, Analogy, Synthesize</p>	<p>information presented; include formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. • Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • 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. • Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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. 	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
5/1	CC.1.2.11-12.B CC.1.2.11-12.D	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an 	January (4 Weeks)

	<p>CC.1.2.11-12.F</p> <p>CC.1.4.11-12.B</p> <p>CC.1.5.11-12.B</p> <p>CC.1.5.11-12.A</p> <p>CC.1.5.11-12.F</p> <p>Title: “Intentions and Integrity”</p> <p>Featured Content: <i>The Things They Carried</i></p> <p>Vocabulary: Evaluate, Style, Topic, Task, Audience, Tone, Audience, Speaker's Perspective</p>	<p>author’s implicit and assumptions and beliefs.</p> <ul style="list-style-type: none"> • Evaluate how an author’s point of view or purpose shapes the content and style of a text. • Evaluate how words and phrases shape meaning and tone in texts. • Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Introduce the precise, knowledgeable claim. Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. • Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone. 	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
<p>1, 2, 5/ 1, 2, 4</p>	<p>CC.1.2.11-12.C</p> <p>CC.1.2.11-12.G</p> <p>CC.1.4.11-12.P</p> <p>CC.1.4.11-12.Q</p> <p>CC.1.4.11-12.V</p> <p>CC.1.2.11-12.B</p> <p>CC.1.5.11-12.A</p>	<ul style="list-style-type: none"> • Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. • Write with an awareness of the stylistic aspects of composition. • Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. 	<p>February (4 Weeks)</p>

	<p>Title: “Family Ties”</p> <p>Featured Content: <i>Fences</i></p> <p>Vocabulary: Interaction, Complex, Implicit, Visually, Quantitatively, Tone, Narrative, Parallel Structure, Metaphor, Simile, Analogy, Synthesize</p>	<ul style="list-style-type: none"> • Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. • Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • 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. • Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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. 	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1/1, 5	CC.1.2.11-12.C CC.1.3.11-12.F CC.1.4.11-12.I	<ul style="list-style-type: none"> • Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. 	<p>March (4-6 Weeks)</p>

	<p>CC.1.4.11-12.P</p> <p>CC.1.4.11-12.V</p> <p>CC.1.4.11-12.B</p> <p>CC.1.4.11-12.D</p> <p>Title: “Humanity and Inhumanity”</p> <p>Featured Content: <i>Night</i></p> <p>Vocabulary: Author's Choice, Tone, Topic, Task, Audience, Syntax, Transitions, Claims, Counterclaims, Bias, Narrative, Synthesize</p>	<ul style="list-style-type: none">• Write with an awareness of the stylistic aspects of composition.• Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.• Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.• Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.• 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.• Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and	
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		accuracy of each source and noting any discrepancies among the data.	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
2, 5/ 2, 4	CC.1.2.11-12.G CC.1.2.11-12.H CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.5.11-12.B CC.1.4.11-12.B CC.1.4.11-12.D Title: “Fate, Luck, and Destiny” Featured Content: <i>The Five People You Meet in Heaven</i> Vocabulary: Visually, Quantitatively, Seminal text, Premises, Purpose, Argument, Tone, Narrative, Parallel Structure, Metaphor, Simile, Analogy, Tone, Speaker's Perspective	<ul style="list-style-type: none"> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. Write with an awareness of the stylistic aspects of composition. Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or 	April (4 Weeks)

		<p>solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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. 	
Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
<p>1, 4, 5/ 3, 5</p>	<p>CC.1.2.11-12.B CC.1.2.11-12.D CC.1.2.11-12.F CC.1.4.11-12.B CC.1.5.11-12.B CC.1.5.11-12.A CC.1.5.11-12.F</p> <p>Title: “The Last Dance”</p> <p>Featured Content: Senior Essay</p> <p>Vocabulary: Evaluate Style Topic Task Audience Tone Audience</p>	<ul style="list-style-type: none"> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. Write with an awareness of the stylistic aspects of composition. Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using a variety of 	<p>May - June (4 Weeks)</p>

	Speaker's Perspective	<p>techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none">• 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.• Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.	
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