

Crawfordsville High School | Curriculum & Pacing Guide

Department: English Language Arts			
Course: English 12	Grade: 12	Quarter: 1 of 4	Last Updated: 5/25/23 Race
Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Against the Wind (4 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> <i>RL.2.2 (compare/contrast themes in different works)</i> <i>RL.2.3 (character development)</i> RN.1 (interact with nonfiction proficiently and independently) <i>RN.2.1 (analyze nonfiction with evidence)</i> <i>RN.2.2 (compare/contrast central ideas in different works)</i> <i>RN.2.3 (development of ideas or events)</i> <i>RV.2.1 (context clues)</i> <i>RV.3.1 (analyze diction in literature)</i> <i>RV.3.2 (analyze diction in nonfiction)</i> <i>W.3.1 (write arguments)</i> <i>W.3.2 (write informative compositions)</i> W.3.3 (write narrative compositions) <i>W.6.1 (grammar and usage)</i> <i>W.6.2 (writing conventions)</i> <i>SL.2.1 (collaborative discussions)</i> <i>SL.2.2 (reason with evidence in discussion)</i>	<ul style="list-style-type: none"> • Watch TED Talk “You Can Be the Hero Someone Needs” • Discuss characteristics of heroes • Read from <i>Beowulf</i> • Discuss cultural and historical context for characters • Discuss archetype of epic hero • Read from graphic novel of <i>Beowulf</i> • Analyze effect of visual elements • Read “Literary Focus: The Medieval Period” • Read from <i>Grendel</i> • Read from <i>Le Morte d’Arthur</i> • Read from <i>Sir Gawaine and the Green Knight</i> • Read from <i>Lord of the Rings</i> • Describe characteristics of archetypal hero • Read “Conversation with Geoffrey Ashe re: King Arthur” • Read from “Unsolved Mysteries of History: An Eye-Opening Investigation into the Most Baffling Events of All Time” • Identify main ideas 	<ul style="list-style-type: none"> • Write an informational response about personal hero • Write a beot in the style of <i>Beowulf</i> • Complete the English 12 Benchmark 1 • Compare and contrast characterizations of heroes in different texts • Identify main ideas and how they’re developed in nonfiction texts • Analyze unreliable narrator (<i>Grendel</i>) • Analyze use of story elements in literary texts • Analyze patterns of Medieval Literature

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
What Fools These Mortals Be (6 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> <i>RL.2.2 (compare/contrast themes in different works)</i> <i>RL.2.3 (character development)</i> RL.2.4 (make predictions) <i>RL.3.1 (effect of structure)</i> <i>RL.3.2 (effect of perspective)</i> RL.4.1 (multiple interpretations) <i>RN.2.1 (analyze nonfiction with evidence)</i> <i>RN.2.3 (development of ideas or events)</i> <i>RN.3.3 (author's rhetoric)</i> <i>RV.2.1 (context clues)</i> <i>RV.2.3 (word nuance)</i> <i>RV.3.1 (analyze diction in literature)</i> <i>RV.3.3 (figures of speech)</i> <i>W.3.1 (write arguments)</i> <i>W.3.2 (write informative compositions)</i> <i>W.6.1 (grammar and usage)</i> <i>W.6.2 (writing conventions)</i>	<ul style="list-style-type: none"> • Read from <i>Midsummer Night's Dream</i> • Discuss character development • Discuss irony and other comedy elements • Watch <i>Midsummer Night's Dream</i> (1999) • Discuss effect of adaptation • Discuss themes and how they're developed • Research Shakespeare identity theories • Read "Shakespeare: The World as Stage" • Identify main ideas in nonfiction text 	<ul style="list-style-type: none"> • Analyze role of comedy in developing themes • Analyze effect of dramatic irony on character development • Compare the storyline of <i>Pyramus and Thisbe</i> to the storyline(s) of <i>A Midsummer Night's Dream</i>

Department: English Language Arts			
Course: English 12	Grade: 12	Quarter: 2 of 4	Last Updated: 5/25/22 Race

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Visions of Progress (5 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> <i>RL.2.2 (compare/contrast themes in different works)</i> <i>RL.2.3 (character development)</i> <i>RL.3.2 (effect of perspective)</i> RN.1 (interact with nonfiction proficiently and independently) <i>RN.2.1 (analyze nonfiction with evidence)</i> <i>RN.2.2 (compare/contrast central ideas in different works)</i> <i>RN.2.3 (development of ideas or events)</i> <i>RN.3.2 (analyze structure)</i> <i>RN.3.3 (author's rhetoric)</i> <i>RN.4.1 (delineate and evaluate argument)</i> <i>RV.2.1 (context clues)</i> RV.2.5 (vocabulary reference materials) <i>RV.3.1 (analyze diction in literature)</i> <i>RV.3.2 (analyze diction in nonfiction)</i> <i>W.3.1 (write arguments)</i> <i>W.3.2 (write informative compositions)</i> W.3.3 (write narrative compositions) <i>W.6.1 (grammar and usage)</i>	<ul style="list-style-type: none"> • Read “Literary Focus: Victorianism” • Read “Factory Children” • Analyze speaker’s purpose and appeals • Read “The Children Who Built Victorian Britain” • Identify how author makes an argument and develops ideas • Watch <i>Nicholas Nickleby</i> (2002) • Analyze how character is developed through conflict, setting, and relationships • Read “The Cry of the Children” • Analyze speaker’s voice in a poem • Analyze figurative language • Read “Honesty on Social Media” • Identify main idea of argument • Follow the writing process • Support claims with evidence 	<ul style="list-style-type: none"> • Write a personal essay about work/life balance • Analyze character development in a feature film • Write and revise an argumentative essay

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
	<i>W.6.2 (writing conventions)</i> <i>SL.2.1 (collaborative discussions)</i> <i>SL.2.2 (reason with evidence in discussion)</i>		
Style, Not Sincerity (4 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> <i>RL.2.2 (compare/contrast themes in different works)</i> <i>RL.2.3 (character development)</i> RL.2.4 (make predictions) <i>RL.3.1 (effect of structure)</i> RL.4.1 (multiple interpretations) <i>RV.2.1 (context clues)</i> RV.2.2 (word relationships) <i>RV.2.3 (word nuance)</i> <i>RV.3.1 (analyze diction in literature)</i> <i>RV.3.3 (figures of speech)</i> <i>W.3.1 (write arguments)</i> <i>W.3.2 (write informative compositions)</i> <i>W.4 (writing process)</i> <i>W.6.1 (grammar and usage)</i> <i>W.6.2 (writing conventions)</i> <i>SL.2.1 (collaborative discussions)</i> <i>SL.2.2 (reason with evidence in discussion)</i> SL.2.4 (expand conversations) ML.2.1 (analyze visual and verbal messages)	<ul style="list-style-type: none"> • Read from <i>Importance of Being Earnest</i> • Discuss character development • Discuss irony and other comedy elements • Watch <i>Importance of Being Earnest (2002)</i> • Discuss effect of adaptation • Discuss themes and how they're developed • Read "Ozymandias" • Analyze how irony develops poem's ideas • Read "Ode to a Grecian Urn" • Analyze effect of figurative language and diction • Identify main ideas in nonfiction text • Research a chosen work of art and report its characteristics and significance 	<ul style="list-style-type: none"> • Analyze role of comedy in developing themes • Analyze character motivation in constructed response • Write an essay analyzing the role of Victorian moral hypocrisy in the play

Department: English Language Arts			
Course: English 12	Grade: 12	Quarter: 3 of 4	Last Updated: 5/25/22 Race

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Fractured Selves (4 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> <i>RL.2.2 (compare/contrast themes in different works)</i> <i>RL.2.3 (character development)</i> RN.1 (interact with nonfiction proficiently and independently) <i>RL.3.1 (effect of structure)</i> <i>RL.3.2 (effect of perspective)</i> <i>RN.2.3 (development of ideas or events)</i> <i>RV.2.1 (context clues)</i> RV.2.5 (vocabulary reference materials) <i>RV.3.1 (analyze diction in literature)</i> <i>RV.3.2 (analyze diction in nonfiction)</i> <i>W.3.2 (write informative compositions)</i> W.3.3 (write narrative compositions) <i>W.6.1 (grammar and usage)</i> <i>W.6.2 (writing conventions)</i> <i>SL.2.1 (collaborative discussions)</i> <i>SL.2.2 (reason with evidence in discussion)</i>	<ul style="list-style-type: none"> Analyze genres of Modern art Read “Literary Focus: Modernism” for historical context Read “Little Brown Girl” Describe effect of point of view Read “The New Dress” Analyze effect of stream-of-conscious narration Read from “Love Song of J. Alfred Prufrock” Evaluate characterization Identify allusions Listen to “Eleanor Rigby” Compare and contrast to “Love Song” Read “Araby” Analyze development of theme Read “Shooting an Elephant” Characterize narrative voice 	<ul style="list-style-type: none"> Synthesize multiple Modernist texts by theme Write personal essay Analyze use of figurative language and tone in literary texts

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Times of Transition (3 weeks)	RL.1 (interact with literary texts proficiently and independently) RL.2.1 (analyze literary text through evidence) RL.2.3 (character development) RL.2.4 (make predictions) RL.3.1 (effect of structure) RL.3.2 (effect of perspective) RN.1 (interact with nonfiction proficiently and independently) RN.2.3 (development of ideas or events) RV.3.1 (analyze diction in literature) RV.3.3 (figures of speech) W.3.1 (write arguments) W.3.2 (write informative compositions) W.5 (research) W.6.1 (grammar and usage) W.6.2 (writing conventions) SL.2.1 (collaborative discussions) SL.2.2 (reason with evidence in discussion) SL.2.4 (expand conversations) SL.2.5 (respond to multiple perspectives) SL.3.2 (evaluate speaker's argument)	<ul style="list-style-type: none"> • Review art movements of Postmodernism for historical context • Read "Literary Focus: Postmodernism and Postcolonialism" • Identify main ideas in nonfiction text • Watch TED talk "Danger of a Single Story" • Analyze how speaker develops argument • Read "The Mysterious Anxiety of Them and Us" • Read "Love After Love" • Identify and analyze effect of literary elements in poetry • Read "The Museum" • Analyze dynamic character • Contribute to online discussion 	<ul style="list-style-type: none"> • Analyze allegory in "The Mysterious Anxiety of Them and Us" • Participate in hexagonal discussion for themes and motifs in short story • Extend topic in nonfiction research on related topics
New Beginnings (2 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> RL.2.3 (character development) RL.2.4 (make predictions) RL.3.1 (effect of structure)	<ul style="list-style-type: none"> • Start <i>Namesake</i> (chapters 1-4) • Discuss characterization • Discuss role of setting • Predict character development • Watch scenes from <i>Namesake</i> (2006) • Compare and contrast 	<ul style="list-style-type: none"> • Analyze effect of structure, especially flashbacks, in <i>Namesake</i>. • Analyze development of characters • Write response to <i>annaprasan</i> ceremony scene • Explain how characters' identities are formed through conflict, setting, relationships, and

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
	RL.3.2 (effect of perspective) RL.4.1 (multiple interpretations) RV.2.1 (context clues) RV.2.3 (word nuance) RV.2.5 (vocabulary reference materials) RV.3.1 (analyze diction in literature) RV.3.3 (figures of speech) W.3.1 (write arguments) W.3.2 (write informative compositions) W.6.1 (grammar and usage) W.6.2 (writing conventions) SL.2.1 (collaborative discussions) SL.2.2 (reason with evidence in discussion) SL.2.4 (expand conversations) SL.2.5 (respond to multiple perspectives)	interpretation of text in film • Watch videos about the Taj Mahal • Analyze how a scene contributes to the meaning of a work as a whole	culture. • Track dynamic character across chapters

Department: English Language Arts			
Course: English 12	Grade: 12	Quarter: 4 of 4	Last Updated: 5/25/22 Race

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
What's in a Name? (6 weeks)	RL.1 (interact with literary texts proficiently and independently) <i>RL.2.1 (analyze literary text through evidence)</i> <i>RL.2.2 (compare/contrast themes in different works)</i> <i>RL.2.3 (character development)</i> RL.2.4 (make predictions) <i>RL.3.1 (effect of structure)</i> <i>RL.3.2 (effect of perspective)</i> RL.4.1 (multiple interpretations) <i>RV.2.1 (context clues)</i> RV.2.5 (vocabulary reference materials) <i>RV.3.1 (analyze diction in literature)</i> <i>W.3.1 (write arguments)</i> <i>W.3.2 (write informative compositions)</i> W.3.3 (write narrative compositions) <i>W.6.1 (grammar and usage)</i> <i>W.6.2 (writing conventions)</i> <i>SL.2.1 (collaborative discussions)</i> <i>SL.2.2 (reason with evidence in discussion)</i> SL.2.4 (expand conversations) SL.2.5 (respond to multiple perspectives) SL.4.1 (present information) SL.4.2 (media presentations)	<ul style="list-style-type: none"> • Finish <i>Namesake</i> • Explain character's internal conflicts • Explain how character's relationships change • Analyze use of idiom • Contrast character's different relationships • Probe use of metaphors in novel • Make predictions for characters' choices • Watch <i>Namesake</i> (2006) • Contrast adaptation with novel and evaluate effect of differences 	<ul style="list-style-type: none"> • Analyze dynamic characters • Present architecture style • Analyze development of themes • Complete multi-genre project to reflect on chapters 1-6 • Participate in Hexagonal discussion to connect motifs, characters, themes, and settings in novel • Create a slidedeck analyzing the development of a theme throughout the novel

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Evaluating choices (3 weeks)	<i>RN.2.1 (analyze nonfiction with evidence)</i> <i>RN.2.2 (compare/contrast central ideas in different works)</i> <i>RN.4.1 (delineate and evaluate argument)</i> W.1 (write routinely) <i>W.3.1 (write arguments)</i> <i>W.4 (writing process)</i> W.5 (research) <i>W.6.1 (grammar and usage)</i> <i>W.6.2 (writing conventions)</i>	<ul style="list-style-type: none"> • Compose research question • Conduct research to find sources • Practice MLA citation • Follow writing process • Revise for academic expression 	<ul style="list-style-type: none"> • Write a paper evaluating possible solutions or choices, recommending one • Cite sources to support claims

ELA 11-12 Standards 2020, CHS critical standards identified in yellow		
Reading: <i>Literature</i>		
11-12.RL.1 (interact with literary texts proficiently and independently)	Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	
11-12.RL.2.1 (analyze literary text through evidence)	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.	Textual evidence inferences interpretations cite
11-12.RL.2.2 (compare/contrast themes in different works)	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	themes
11-12.RL.2.3 (character development)	Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).	characterization dynamic characters multiple/conflicting motivations plot

		theme
11-12.RL.2.4 (make predictions)	Students are expected to build upon and continue applying concepts learned previously. Grade of mastery: 2 <i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i>	
11-12.RL.3.1 (effect of structure)	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.	parallel episodes pacing flashbacks mystery tension structure of a work
11-12.RL.3.2 (effect of perspective)	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.	tone mood irony points of view of characters points of view of reader dramatic irony
11-12.RL.4.1 (multiple interpretations)	Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script, and analyze the impact of the interpretations on the audience.	interpretation adaptation
11-12.RL.4.2 (compare/contrast works of literary or cultural significance)	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	character types archetypes myth allusion
Reading: Nonfiction		
11-12.RN.1 (interact with nonfiction proficiently and independently)	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	
11-12.RN.2.1 (analyze nonfiction with evidence)	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.	cite textual evidence inferences interpretations
11-12.RN.2.2 (compare/contrast central ideas in different works)	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.	central ideas

11-12.RN.2.3 (development of ideas or events)	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.	ordering: chronological, logical, spatial, importance introduction body conclusion transitional words
11-12.RN.3.1 (text features)	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 <i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>	
11-12.RN.3.2 (analyze structure)	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.	author's claims, purpose
11-12.RN.3.3 (author's rhetoric)	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g.appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.	rhetoric author's perspective/purpose
11-12.RN.4.1 (delineate and evaluate argument)	Delineate and evaluate the arguments and specific claims in U.S.and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	argument reasoning evidence false statements fallacious reasoning author's argument
11-12.RN.4.2 (synthesize accounts in different mediums)	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	
11-12.RN.4.3 (synthesize U.S. and world documents)	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	synthesize
Reading: Vocabulary		
11-12.RV.1 (academic and content-specific words)	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
11-12.RV.2.1 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
11-12.RV.2.2 (word relationships)	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 <i>Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.</i>	stems, antonym, synonym, examples context

11-12.RV.2.3 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations
11-12.RV.2.4 (patterns of word changes)	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., conceive, conception, conceivable</i>).	patterns suffix parts of speech
11-12.RV.2.5 (vocabulary reference materials)	Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology, or standard usage.	pronunciation etymology reference materials parts of speech
11-12.RV.3.1 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (<i>e.g., imagery, allegory, and symbolism</i>) on meaning and tone (<i>e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).	figurative language connotative words word choice tone multiple meanings metaphor similes personification hyperbole euphemisms pun formal/informal
11-12.RV.3.2 (analyze diction in nonfiction)	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	figurative meanings connotative meanings technical meanings word choice tone
11-12.RV.3.3 (figures of speech)	Interpret figures of speech in context and analyze their role in the text.	figurative language
Writing		
11-12.W.1 (write routinely)	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	
11-12.W.2 (write legibly)	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 <i>Write legibly in print or cursive, forming letters and words that can be read by others.</i>	
11-12.W.3.1 (write arguments)	Write arguments in a variety of forms that: <ul style="list-style-type: none"> Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create 	arguments precise claims counterclaims

	<p>an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> • Use rhetorical strategies to enhance the effectiveness of the claim • 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. • Use effective and varied transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>reasons evidence transitions consistent style and tone concluding statement</p>
11-12.W.3.2 (write informative compositions)	<p>Write informative compositions on a variety of topics that–</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>topic complex ideas facts definitions details quotations information examples transitions vocabulary choice style concluding statement topic sentence supporting sentence clincher paraphrase</p>
11-12.W.3.3 (write narrative compositions)	<p>Write narrative compositions in a variety of forms that–</p> <ul style="list-style-type: none"> • 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. • Use narrative techniques, such as dialogue, pacing, description, 	<p>narrative conflict pacing sensory details setting problem</p>

	<p>reflection, and multiple plotlines to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> • 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). • Use precise words and phrases,telling details,and sensory language to convey a vivid picture of the experiences,events,setting, and/or characters. • Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>points of view events</p>
11-12.W.4 (writing process)	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative—</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. • Use technology to generate,produce,publish,and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, <u>utilizing multiple sources when appropriate.</u> 	<p>draft revision editing</p>
11-12.W.5 (research)	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</p> <ul style="list-style-type: none"> • Formulate an inquiry question, and refine and narrow the focus as research evolves. • Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. • Assess the strengths and limitations of each source in terms of the task, purpose,and audience. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 	<p>inquiry questions authoritative sources annotations plagiarism synthesis</p>
11-12.W.6.1 (grammar and usage)	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Pronouns— Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery:6 <i>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague</i></p>	<p>pronouns verbs adjective adverb phrases</p>

	<p><i>pronouns (i.e., ones with unclear or ambiguous antecedents).</i></p> <p>b. Verbs– Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery: 10: Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</i></p> <p>c. Adjectives and Adverbs– Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery 4: Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.</i></p> <p>d. Phrases and Clauses– Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery: 7 Recognizing and correcting misplaced and dangling modifiers.</i></p> <p>e. Usage – Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery: 10: Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</i></p>	<p>clauses dangling modifiers misplaced modifiers parallel structure verb tense usage</p>
11-12.W.6.2 (writing conventions)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. Capitalization –Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery: 5 Applying correct usage of capitalization in writing.</i></p> <p>b. Punctuation – Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery: 10: Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</i></p> <p>c. Spelling –Students are expected to build upon and continue applying conventions learned previously. <i>Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.</i></p>	
Speaking and Listening		
11-12.SL.1 (listen actively and adjust spoken language)	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	
11-12.SL.2.1 (collaborative discussions)	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	collaborative discussions
11-12.SL.2.2 (reason with evidence in discussion)	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.	textual evidence

11-12.SL.2.3 (group norms)	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	collegial discussion consensus norms
11-12.SL.2.4 (expand conversations)	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	clarify verify qualify challenge
11-12.SL.2.5 (respond to multiple perspectives)	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	
11-12.SL.3.1 (synthesize multiple sources in media)	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.	synthesize discrepancy credibility
11-12.SL.3.2 (evaluate speaker's argument)	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.	rhetoric tone
11-12.SL.4.1 (present information)	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.	evidence purpose
11-12.SL.4.2 (media presentations)	Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence.	
11-12.SL.4.3 (multi-step directions)	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 <i>Give and follow multi-step directions.</i>	
Media Literacy		
11-12.ML.1 (analyze information from different mediums)	Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.	
11-12.ML.2.1 (analyze visual and verbal messages)	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.	
11-12.ML.2.2 (impact of media on the public)	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.	

