



12th Grade English Language Arts Curriculum Resources

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

12th Grade ELA - Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
1	1	Launch Week	Introductions, Pre-Assessment, Rules	
1	5	1. Forging a Hero	12.1, 12.3, 12.4, 12.5, 12.6, 12.23	12.10
1	1	2. Theme: Family	12.1, 12.3, 12.4, 12.6, 12.23	
1	2	3. Compare/Contrast Essay	12.7, 12.22a	12.9
2	3	4. Reflecting on Society	12.1, 12.3, 12.4, 12.5, 12.8, 12.11	12.10, 12.12
2	1	5. Literary Analysis	12.2, 12.3, 12.4, 12.19,	12.9, 12.12, 12.14, 12.20, 12.21
2	2	6. Narrative Writing	12.22	12.17
2	3	7. Discovering Self	12.1, 12.3, 12.4, 12.5	
3	6	8. Shakespeare	12.1, 12.3, 12.4, 12.5, 12.19	12.15, 12.16
3	3	9. Persuasive Essay	12.13, 12.22a	12.17
4	9	10. Research Paper	12.18, 12.22a, 12.24, 12.25, 12.27, 12.28, 12.29	(12.17) 12.26, 12.30

UNIT 1: Forging a Hero**DURATION: 5 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 12.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles
- 12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 12.4 Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 12.5 Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.
- 12.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- 12.23 Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.

SUPPORTING STANDARDS

- 12.10 Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Archetypes/ Stock Characters	Identify types of Figurative Language	APPLY	C	CLR 202 REL 301
Hero's Journey	Identify POV	APPLY	C	PPV 402, 502, 602, 702
Oral Tradition	Plot Hero's Journey	SYNTHESIS	D	REL 401, 501, 601, 701
Anglo-Saxon background	Identify Archetypes	APPLY	C	IDT 502, 701

Universal Themes and Motifs		EVALUATE	C	IDT 601, 701
Plot Structure		Analyze	C	REL 501, 601, 701
Figurative Language		EVALUATE	D	WME 504, 603, 703
	Identify themes and motifs	APPLY	D	IDT 601, 701

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Week 1: Introduce Archetypes/Anglo-Saxon background ● Week 2: Introduce Hero's Journey/Themes and Motifs ● Week 3: Review Plot Structure/Figurative Language ● Week 4: Analyze Hero's Journey through Beowulf ● Week 5: Analyze Hero's Journey through Sir Gawain 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Alliteration ● Archetype ● Hero ● Femme fatale ● Antihero ● Kenning ● Caesura <ul style="list-style-type: none"> ● Abyss ● Atonement ● Scope ● Anglo-Saxon ● Chivalry ● Chivalry code ● Mead
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● What makes someone or something a monster? ● What does it mean to be a hero? ● To what extent, should we value honor, courage, and loyalty ● 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● King Arthur, Knights of the round table, Medieval and Renaissance

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Pre-Reading Assessment Quizzes Post-Reading Assessment	Write a boast Create Chivalry Code Create Hero's Code Project based assessment

ACTIVITIES & RESOURCES

Guided Reading
 Small Group plot structure
 Hero's Journey PPT/Google slides
 Pixar/Disney short of Hero's Journey

RTI
 Small group rotations
 Limited question
 Lower level accompany text

EXTENSION OPPORTUNITIES
 Comparison paper (modern hero vs. Beowulf/Gawain)

UNIT 2: Theme: Family

DURATION: 1 week

CONTENT STANDARDS

PRIORITY STANDARDS

- 12.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles
- 12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 12.4 Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 12.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- 12.23 Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.

SUPPORTING STANDARDS

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KNOWLEDGE (students need to know):

SKILLS (students need to be able to do):

BLOOM'S TAXONOMY

QUAD

ACT

	Create digital texts	Create	D	
	Analyze themes	Evaluate	C	
Identifying Familial characteristics	Express themselves through media and writing	Evaluate	C	ORG 302 KLA 302, 402

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> Week 1: Compare familial characteristics between texts 	KEY VOCABULARY <ul style="list-style-type: none"> Theme Compare Conflict 	
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> How does our family shape our attitude? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> Family background, 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Comprehension Checks	Self-Expression Writing

ACTIVITIES & RESOURCES

Family Tree	
RTI Collaborative Work	EXTENSION OPPORTUNITIES 23 and me presentation

UNIT 3: Compare/Contrast Essay**DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 12.7 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
- 12.22a Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. a. Exhibit stylistic complexity, sophistication, and consistency in writing.

SUPPORTING STANDARDS

- 12.9 Follow instructions in technical materials to complete a specific task. *Example: Read and follow instructions for formatting a document.*

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
What is Fate?		Remember	A	CLR 201
The Hero's Journey		Remember	A	REL 401, 501, 601, 701
	Create a comparative essay	Create	D	ORG 201
	Provide textual evidence	Evaluate	D	TOD 302
	Use appropriate transitions	Apply	C	ORG 502, 601, 603, 701, 702

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Introduce fate and elements of control.
- Week 2: Create a comparative essay.

KEY VOCABULARY

- Fate
- Consequence

	<ul style="list-style-type: none"> ● Free-will ● Archetypes 	
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> ● What is the difference between fate and free-will? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> ● Hero's Journey Archetypes 	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	
Comprehension Check Rewriting Venn Diagram Outline KWL chart	Comparative Essay	
ACTIVITIES & RESOURCES		
"Macbeth Act 1, scene 1 and 2"		
RTI Shorter Essay Either compare or contrast content essay	EXTENSION OPPORTUNITIES Research on differences on destiny vs free-will Perform the scenes from "Macbeth" Provide supporting evidence from various medias	

UNIT 4: Reflecting on Society**DURATION: 3 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- **12.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles**
- **12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.**
- **12.4 Evaluate an author’s use of characterization, figurative language, literary elements, and point of view to create and convey meaning.**
- **12.5 Evaluate structural and organizational details in texts to determine the author’s purpose, including cases in which the meaning is ironic or satirical.**
- **12.8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.**
- **12.11 Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
 - **a. Incorporate narrative techniques into other modes of writing as appropriate. Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development**
 - **b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.**

SUPPORTING STANDARDS

- **12.10 Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.**
- **12.12 Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.**

KNOWLEDGE (students need to know):**SKILLS (students need to be able to do):****BLOOM’S TAXONOMY****QUAD****ACT**

Hierarchy	Identify hierarchy of Old England	Understand	C	CLR 702
Seven Deadly Sins		Understand	C	CLR 702
	Create narrative short story using satire	Create	D	ORG 601

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> Week 1: Introduce Seven Deadly Sins and examine historical background. Week 2: Introduce hierarchy and The Canterbury Tales Week 3: Write your own tale you would share on the journey 	KEY VOCABULARY <ul style="list-style-type: none"> Pun Hierarchy Annotation Theoretical Prescribe 	<ul style="list-style-type: none"> Conviction Tenacious Parliament Satire Frame story
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> How do people come to have different views of society? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> Use of figurative language, esp. Satire and metaphors 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Guided Readings Comprehension Checks Possible Quizzes (Quizlet, Quizziz)	Write their own frame story. Drawing/living museum of a character

ACTIVITIES & RESOURCES

"The Canterbury Tales"	
RTI Assign individual stories Guided Notes	EXTENSION OPPORTUNITIES Dress as a character and tell your story

UNIT 5: Literary Analysis

DURATION: 1 week

CONTENT STANDARDS

PRIORITY STANDARDS

- **12.2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.**
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints
- **12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.**
- **12.4 Evaluate an author’s use of characterization, figurative language, literary elements, and point of view to create and convey meaning.**
- **12.19 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents .**

SUPPORTING STANDARDS

- 12.9 Follow instructions in technical materials to complete a specific task. *Example: Read and follow instructions for formatting a document.*
- 12.12 Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.
- 12.14 Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
- 12.20 Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.
- 12.21 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Figurative Language		Recall	A	WME 602, 702
Author’s Point of View		Recall	A	PPV 602, 702
Tone and Mood		Recall	A	WME 601, 701
Elements of Plot		Recall	A	
	Evaluate cultural perspectives	Evaluate	C	CLR 705

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Day 1: Recall prior knowledge and introduce Quotation Sandwich Method
- Day 2: Dissect selected text
- Day 3: Evaluate cultural perspective within text

KEY VOCABULARY

- Analyze
- Connotate
- Annotate
- Denote
- Symbolize
- Evoke
- Juxtapose

ESSENTIAL QUESTION(S)

- How do all the elements in a given text support each other in regards to theme, character, and author's point of view?

PRIOR KNOWLEDGE

- Figurative Language, Point of View, Tone, Mood, characterization, elements of plot

FORMATIVE ASSESSMENT

Comprehension Check
Close Reading Analysis
Graphic organizer

SUMMATIVE ASSESSMENT

Guided Notes

ACTIVITIES & RESOURCES

“A&P”
“50 Greatest Short Stories”
“My Papa’s Waltz”

RTI

Small Group concentration on each element

EXTENSION OPPORTUNITIES

Create and present Google Slideshow of Literary Analysis

UNIT 6: Narrative Writing

DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **12.22a Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. a. Exhibit stylistic complexity, sophistication, and consistency in writing.**

SUPPORTING STANDARDS

- 12.17 Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Elements of a story		Remember	A	I&A 202, 302
Elements of a plot	Create a narrative.	Remember	A	I&A 402, 502, 602
	Provide descriptive details.	Create	D	ORG 201, 301, 401, 501
	Use appropriate transitions	Evaluate	C	D&S 301
		Create	D	ORG 401, 501, 601
Common transitional words and phrases.		Remember	A	ORG 201, 301
Types of conflict	Identify internal vs external conflict	Apply	B	ORG 301, 401,
		Apply	B	ORG 501, 601

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Define all elements in a narrative, begin outline and plot structure
- Week 2: Create and revise narrative

KEY VOCABULARY

- Narrative
- Exposition
- Rising action
- Climax
- Falling action
- Resolution
- Character

- Setting
- Dialogue
- Plot
- Conflict
- Flashback
- Foreshadowing

ESSENTIAL QUESTION(S)

- What are the reasons that cultures and individuals create narratives of their experiences?

PRIOR KNOWLEDGE

- Plot structure
- 5 elements of a story

FORMATIVE ASSESSMENT

Complete plot diagram

SUMMATIVE ASSESSMENT

Complete narrative writing

ACTIVITIES & RESOURCES

Plot Diagram
Writing Rubric
Writing Outline

RTI
One-on-One with teacher

EXTENSION OPPORTUNITIES

Create a slide show or comic strip that illustrates your story.

UNIT 7: Discovering Self

DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 12.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles
- 12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 12.4 Evaluate an author’s use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 12.5 Evaluate structural and organizational details in texts to determine the author’s purpose, including cases in which the meaning is ironic or satirical.

SUPPORTING STANDARDS

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
	Create digital texts	Create	D	
	Analyze themes	Evaluate	C	
Self-Awareness	Express themselves through media and writing	Evaluate	C	ORG 302 KLA 302, 402
		Apply	B	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Guided Reading and Comprehension Checks
- Week 2: Expressing yourself through various medias

KEY VOCABULARY

- Moral
- Internal conflict

ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How do we express ourselves when we are having an internal conflict? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> •
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Comprehension Checks	Self-Expression writing
ACTIVITIES & RESOURCES	
Self-Awareness checks Personality Quiz Seven Ages of Man	
RTI N/A	EXTENSION OPPORTUNITIES Create a collage or visual media representation (vision board)

UNIT 8: Shakespeare**DURATION: 6 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- **12.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles**
- **12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.**
- **12.4 Evaluate an author’s use of characterization, figurative language, literary elements, and point of view to create and convey meaning.**
- **12.5 Evaluate structural and organizational details in texts to determine the author’s purpose, including cases in which the meaning is ironic or satirical.**
- **12.19 . Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents .**

SUPPORTING STANDARDS

- 12.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
- 12.16 Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources. *Examples: words, music, sound effects*

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Historical background		Remember	A	SYN 401
	Analyzing characters	Evaluate	C	CLR 202, REL 301
Stage directions		Understand	B	
	Identify Foreshadowing and imagery	Analyze	D	PPV 201
Archetypes/ Stock characters		Understand	B	CLR 202, REL 301

Types of Drama		Apply	B	
Use of chorus		Understand	B	
Plot structure		Apply	B	TST 404, 505, 603, 703

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: Understanding historical background • Week 2: Act 1- Identifying background of play and foreshadowing, tone and mood • Week 3: Act 2-3 - Analyze the power struggle between characters • Week 4: Act 4-5 - Identifying foreshadowing • Week 5: Evaluate Shakespeare POV and purpose • Week 6: Project design or performance 	KEY VOCABULARY <ul style="list-style-type: none"> • Articulation • Stage directions • Monologue/Soliloquy • Foreshadow • Prologue 	<ul style="list-style-type: none"> • Epilogue • Dialogue • Satire • Irony
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • To what extent does power/greed affect individuals and/or relationships? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Foreshadowing, imagery, archetype, plot structure 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Group Discussions Exit Slip on foreshadowing Write a different ending	Present design project Present a monologue or scene

ACTIVITIES & RESOURCES
Personality Quiz Pre-Reading Themes “Macbeth” “Return of the King” Group Discussions Exit Slip on foreshadowing Write a different ending

Research mental illness (Lady Macbeth/ Macbeth)

RTI
Graphic Novel of “Macbeth”
Guided Notes
Small Group

EXTENSION OPPORTUNITIES
Cast and design a dream production of “The Crucible”
Volunteer for Spring Production

UNIT 9: Persuasive Essay

DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **12.13 Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.**
- **12.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
 - **a. Exhibit stylistic complexity, sophistication, and consistency in writing.**

SUPPORTING STANDARDS

- **12.17 Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Organizational structure		Remember	A	ORG 202, 302, 402
	Organize facts and important details	Apply	B	ORG 502, 602
Transitional phrases		Remember	A	ORG 201, 301, 401
	Provide supporting details	Evaluate	C	D&S 301, 501, 601
	Address multiple view points	Evaluate	C	I&A 502, 602

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- **Week 1: Select topic, gather evidence, write a strong thesis**
- **Week 2: Writing structure, peer editing, publish**

KEY VOCABULARY

- **Claim**
- **Evidence**
- **Opposing**
- **Style**
- **Tone**
- **Conclusion**

	<ul style="list-style-type: none"> ● Rebuttal 	
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> ● What makes a strong persuasive argument? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> ● Ethos, pathos, logos 	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	
Outline Gather Information Works Cited	Persuasive Essay	
ACTIVITIES & RESOURCES		
Research cards Writing notebook		
RTI Peer Tutors, One-on-one with teacher	EXTENSION OPPORTUNITIES Create a powerpoint or visual aid for essay	

CONTENT STANDARDS

PRIORITY STANDARDS

- **12.18 Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.**
Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices
- **12.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
 - a. Exhibit stylistic complexity, sophistication, and consistency in writing.
- **12.24 Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.**
 - a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.
- **12.25 Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.**
Examples: library databases, search engines; keyword search, boolean search
- **12.27 Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.**
- **12.28 Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.** *Examples: MLA, APA*
- **12.29 Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.**

SUPPORTING STANDARDS

- 12.17 Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
- 12.26 Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
- 12.30 . Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Interpret information from various medias	Apply	B	SYN 501, 701
	Locate reliable sources	Analyze	C	
	Present oratorically in front of peers	Create	D	
Plagiarism guidelines	Integrate information from multiple sources	Understand	B	KLA 201
	Compose clear, coherent writing	Create	D	L&C 202, 302, 402, 502, 602

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: Introduce elements of a Research Paper, Review MLA format and Plagiarism Guidelines • Week 2: Select topic and identify reliable sources • Week 3: Create an Outline and a strong thesis • Week 4: Understand the use of in-text quotations, including block quotes • Week 5: Gather information • Week 6: Gather information and writing • Week 7: Writing • Week 8: Proofreading and peer-editing • Week 9: Final Draft 	KEY VOCABULARY <ul style="list-style-type: none"> • Plagiarism • Quoting • Paraphrasing • Summarizing • Citations • Sources • Hanging indention • Bibliography 	
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • What is the value of research? • Q4. What makes an effective argument? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Outline Research Index Cards	Research Paper

Works Cited/Bibliography
Rough Draft w/ Peer notes

ACTIVITIES & RESOURCES

Research Index Cards
Outline
Introduction and Thesis
Navigate Alabama Virtual Library
Possible Bibliography Page (Bib Maker)

RTI
Bib Maker
Peer-Tutors
Weekly One-on-one with Teacher
Grammarly
Plagiarism checker

EXTENSION OPPORTUNITIES
Defend your paper
Create media to accompany your paper.

Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

- **R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.**
 - **Examples: emails, directions, diagrams, charts, other common workplace documents**
- **R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.**
 - **Examples: short and long prose texts, poetry, dramas**
- **R3. Utilize active listening skills in formal and informal conversations, following predetermined norms. Expression**
- **R4. Use digital and electronic tools appropriately, safely, and ethically.**
- **R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.**
- **R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.**
 - **Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language**
- **R7. Use context clues to determine meanings of unfamiliar spoken or written words.**

Knowledge - Students need to know... ●	Skills - Students need to be able to do... ●	
Learning Targets ● ●	Bloom's Taxonomy:	Quad:
Key Vocabulary: ●	Examples, Activities, & Helpful Resources:	