Grade 12: English 7 Collections Curriculum Map

Grade Level

Semester 1 Semester 2 12 Collection 1: Chasing Success

Collection 2: Gender Roles Collection 3: Voices of Protest

Collection 5: Taking Risks Collection 4: Seeking Justice, Seeking Peace

Required Summative Assessments

VLT 2: Rhetorical Analysis PT: Analytical Essay or Argumentative Essay PT: Present a Speech Novel
Summative Assessment

VLT 1: Rhetorical Analysis PT: Informative Essay or Group Discussion Novel Summative Assessment

1
2018 - 2019 Grade 12: English 7 Curriculum Map

Grade 12 Language Arts Standards Yearlong

Target Standards are bolded. These standards are highly assessed and represent major instructional shifts as required by the Language Arts Standards. Italicized standards are those that require instructional awareness and are woven into the reading and writing process; however, they are not formally assessed.

Strand: READING STANDARDS FOR LITERATURE

CCSS.1112.RL.1.1

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

CCSS.1112.RL.1.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.1112.RL.1.3

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.1112.RL.2.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.1112.RL.2.5

Analyze how an author’s choices concerning how to structure specific parts of a text (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 structure and meaning as well as its aesthetic impact.

CCSS.1112.RL.2.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.1112.RL.3.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.1112.RL.3.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.1112.RL.4.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades
11-CCR text complexity band independently and proficiently.

**Strand: READING STANDARDS FOR INFORMATIONAL TEXT**

CCSS.1112.RI.1.1

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

CCSS.1112.RI.1.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.1112.RI.1.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.1112.RI.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.1112.RI.2.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.1112.RI.2.6

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
2018 - 2019 Grade 12: English 7 Curriculum Map

Integrate CCSS.1112.RI.3.7

and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.1112.RI.3.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCSS.1112.RI.3.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.1112.RI.4.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Strand: WRITING STANDARDS CCSS.1112.W.1.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.1112.W.1.1a

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

CCSS.1112.W.1.1b

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.

CCSS.1112.W.1.1c

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. CCSS.1112.W.1.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.1112.W.1.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.1112.W.1.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.1112.W.1.2a

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.
CCSS.1112.W.1.2b
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.

CCSS.1112.W.1.2c
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. CCSS.1112.W.1.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.1112.W.1.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.1112.W.1.2f
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).

CCSS.1112.W.1.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.1112.W.1.3a
Engage and orient the reader by setting out a problem, situation, or observation and its significance, introducing a narrator and/or characters; create a smooth progression of experiences or events.

establishing one or multiple point(s) of view, and

CCSS.1112.W.1.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
2018 - 2019 Grade 12: English 7 Curriculum Map

Use CCSS.1112.W.1.3c

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). CCSS.1112.W.1.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.1112.W.1.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.1112.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.1112.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 1112)

CCSS.1112.W.2.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.1112.W.3.7

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.

CCSS.1112.W.3.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CCSS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.1112.W.3.9a

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

CCSS.1112.W.3.9b

Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

CCSS.1112.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Strand: SPEAKING AND LISTENING STANDARDS

CCSS.1112.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.1112.SL.1.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.1112.SL.1.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.1112.SL.1.1c

Propel 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.

CCSS.1112.SL.1.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.1112.SL.1.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

CCSS.1112.SL.1.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
2018 - 2019 Grade 12: English 7 Curriculum Map

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, CCSS.1112.SL.2.4

alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.1112.SL.2.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.1112.SL.2.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3)

Strand: LANGUAGE STANDARDS

CCSS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.1112.L.1.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.1112.L.1.1b

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. CCSS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.1112.L.1.2a Observe hyphenation conventions. CCSS.1112.L.1.2b Spell correctly.

CCSS.1112.L.2.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.1112.L.2.3a

Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.1112.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

CCSS.1112.L.3.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.1112.L.3.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.1112.L.3.4c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. CCSS.1112.L.3.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCSS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.1112.L.3.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CCSS.1112.L.3.5b
Analyze nuances in the meaning of words with similar denotations.

CCSS.1112.L.3.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
These are the standards that are included in the assessments.
The Learning Targets should be clearly displayed to students during the teaching of the required Text/Text Set.

Curriculum Focus describes the The Suggested Pacing is the overall focus of the text or text set. recommended amount of time you should plan to spend on the text and standards-aligned tasks.

The Resources include recommended materials from Collections and other outside sources for differentiating instruction aligned to the Focus Standards.

Resources Abbreviation Key Bio- Biography CR- Close Reader CRA- Close Read Application CRS- Close Read Screencast IGO- Interactive Graphic Organizer IWL- Interactive Whiteboard Lesson LUT- Level Up Tutorial 2018 MWS- - myWriteSmart 2019 Lesson

Grade 12: English7 Curriculum Map

Required Assessments: These are the assessments you will give during the quarter. With the exception of the Reading DIA, each of these assessments will appear as a summative grade in your gradebook. The Reading DIA will be entered as a formative grade.

The Suggested Learning Strategy is a student engagement strategy that pairs well with the Common Formative Assessment.

Applicable Standards are skills students will use with every text.

The Text/Text Set is identified. If the text is not in Collections, it is available on Canvas.

The Required Assignments will help students master the focus standards listed.

How to Use Your Curriculum Map

An Optional Assessment of Standards taken from the Collections printable end of collection assessments is available on Canvas for each quarter.

The Suggested Common Formative Assessment is closely aligned with the Focus Standards and Learning Target. This assignment should be a formative grade in your Gradebook. As such, it will also serve as a reliable data point for PLC discussion.

6
Semester 1 Grade 12: English 7

Required Summative Assessments Assessment Standards

- VLT 1: Rhetorical Analysis, (see Canvas) Deadline for entering scores in Eduphoria is Thursday, December 20.

CCSS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Summative Assessment on Novel Selection – School/PLC choice

CCSS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.1112.RL.1.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CCSS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

- Performance Task: Write an Informative Essay,

Collections, p. 141 (Score with FSA Informative Rubric) The topic of this assessment can vary. Teachers are encouraged to allow students to select and/or narrow their own topics. Students should include sources beyond the textbook.

CCSS.1112.W.1.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.1112.W.3.7: 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. CCSS.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- Optional Assessment of Standards – Quarter 1

- Optional Assessment of Standards – Quarter 2 These are mastery assessments of the focus standards for each nine weeks taken from the Collections end-of-collection printable
assessments.
2018 - 2019 Grade 12: English 7 Curriculum Map

Applicable Standards for Semester 1 Texts

CCSS.1112.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.1112.SL.1.1a-d: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Semester 1 - Curriculum Focus: Impact of Author’s Choices Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs

Text: “The Secret to Raising Smart Kids,” p. 21

Learning Target: Students will provide an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument that includes whether the structure makes points clear, convincing and engaging. (RI.2.5)

Suggested Pacing: 1 week

Close Read: Analyze Style, Teacher Edition, Questions A, F


CCSS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.1112.SL.1.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned Collaborative Discussion, p. 26

Analyzing 4, 6, 8
exchange of ideas.

NYS Standards Specifications: Items may be overarching questions about the structure/development of the entire text or about

**Suggested Common Formative Assessment: Analyzing the Text, p. 28, Question 7**

specific structural elements. Items should ask the student to analyze the author’s ideas or claims in the context of particular structural decisions made by the author. However, a two-part item may ask the student to determine the structure used and then analyze how it develops the ideas or claims.
2018 - 2019 Grade 12: English7 Curriculum Map
Suggested Learning Strategy Graphic Organizer, T-Chart

Resources for Focus Standards
LUT: Analyzing Arguments IWL: Evaluating Arguments

Semester 1 - Curriculum Focus: Determining Central Idea

Required Texts and Targets Assignments and Resources Focus Standards and FSA

Item Specs Text:

“Marita’s Bargain,” p. 3

Learning Target: Students will provide a statement of two or more central ideas of a text.
(RI.1.2) Learning Target: Students will provide an analysis of the development over the course of the text of how two or more central ideas interact and build on one another to produce a complex account. (RI.1.2) Learning Target: Students will provide an evaluation of multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. (RI.3.7)

Suggested pacing: 1 week

Determine Central Ideas, p. 15 Have students create a chart like the one on p. 9 of Teacher Edition to answer Close Read Guiding Questions in Teacher Edition A, K, M, N

CCSS.1112.RI.1.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

go back and label each table and answer

NYS Standards Specifications: Items may ask the student to bullets 2-4. Then have them identify other

determine a central idea and its development. Central ideas may be places in the essay where the author could

explicitly or implicitly stated, but items should not provide the have included a visual or quantitative aid.

inference for the student. Items should focus on the use of specific details that aid in the development of the central idea. Items may, however, ask the student to select the details. Items may ask the

Suggested Common Formative Assessment: Analyzing the Text, p. 16 Questions 3, 6

student to summarize the text. (RI.1.2) Items should focus on the similarities and differences between the
two stimuli. Items may focus primarily on either stimulus but must require use of the text stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. (RI.3.7) Suggested Learning Strategy Anticipation Guide, ELA Instructional Strategies Resources for Focus Standards LUT: Main Idea and Supporting Ideas Language and Editing: Subject Verb Agreement, p. 18 CCSS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

Semester 1 - Curriculum Focus: Point of View

Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text Set:

“The Men We Carry in Our Minds,” p. 131

“Pink Think,” Close Reader, p. 33

Learning Target: Students will provide an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument that includes whether the structure makes points clear, convincing and engaging. (RI.2.5) Learning Target: Students will provide a determination of an author’s point of view or purpose in a text in which the rhetoric is particularly effective. (RI.2.6) Learning Target: Students will provide an analysis of how style and content contribute to the power, persuasiveness or beauty of the text. (RI.2.6)

Suggested Pacing: 2 weeks

CCSS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure

Strategies for Close Reading, Close Reader, p. 33, Have students create graphic organizer like the one on

an author uses in his or her exposition or argument, including whether

the structure makes points clear, convincing, and engaging. CCSS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style page 140c of Teacher Edition to use

and content contribute to the power, persuasiveness or beauty of the while reading both texts.

text. CCSS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners Analyzing 5-7

the Text, p. 138, Questions

can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal

All Close Reader Questions

tasks.

FSA Standards Specifications: Items may be overarching questions about the structure/development of the entire text or about specific structural elements. Items should ask the student to analyze the author’s
ideas or claims in the context of particular structural decisions made by the author. However, a two-part item may ask the student to Suggested Common Formative Assessment: Performance Task, Speaking Activity: Debate, p. 138 determine the structure used and then analyze how it develops the ideas or claims. (RI.2.5) Items may ask the student to determine the point of view or purpose in a text and to analyze how it is advanced or conveyed by the author. Items should focus on meaningful rhetorical devices that specifically advance the author’s purpose or point of view. (RI.2.6)

Suggested Learning Strategy Socratic Seminar, Reading Appendix-Protocols and Resources, p. 5

Resources for Focus Standards

WordSharp: Denotative and Connotative meaning LUT: Main Idea and Supporting Details Language and Editing: Vocabulary Strategy- Context Clues, p. 139

CCSS.1112.L.3.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

10
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

Semester 1 - Curriculum Focus: Character

Analysis Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text:

“The Wife of Bath’s Tale,” p. 77

Learning Target: Students will provide an analysis of how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. (RL.1.3)

Learning Target: Students will provide an analysis of how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. (RL.2.5)

Suggested pacing: 2 weeks

CCSS.1112.RL.1.3: Analyze the impact of the author’s choices regarding

Guiding Questions, as needed

how to develop and relate elements of a story or drama. CCSS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Analyze the Text, p. 90, Questions 1-

FSA Standards Specifications: Items may address any aspect of character 5, 7

development over the course of a text. Items should focus on major characters who may exhibit evidence of change over the course of the passage. Items that address character interactions should focus only on

Suggest Common Formative Assessment: Performance Task:

significant character interactions. Focus should be on character development that is consistent with the

major theme(s) of the passage or significantly contributes to the advancement of the plot. (RL.1.3)

Writing Activity: Character Analysis,

Items can be overarching questions about the structure of the entire text p. 90

or about specific structural devices. Items should ask the student to analyze, not just determine, the author’s choices. However, a two-part item may ask the student to determine and then analyze. (RL.2.5)

Suggested Learning Strategy Write, Pair, Share, Reading Appendix-Protocols and Resources, p. 35

Resources for Focus Standard

V – The Knights of Camelot LUT: Point of View BIO – Geoffrey Chaucer Interactive Whiteboard

Lesson: Theme; Claymation of The CT Prologue for background knowledge:
https://www.youtube.com/watch?v=6z6dIzSWsdA

Vocabulary Strategy: Usage, p. 91

CCSS.1112.L.1.1a: Apply the understanding that usage is a matter of convention, can change over time,
and is sometimes contested.

**Semester 1 - Curriculum Focus: Evaluating Multiple Sources Required Texts and Targets**

**Assignments and Resources Focus Standards and FSA Item Specs**

**Text Set: News Coverage of a**

view or Analyzing the Media, p. 127, effective, Questions 2 and 3 analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

11
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

CCSS.1112.RI.2.6: Women’s Rights Campaign-

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, “In a Scattered Protest, Saudi Women Take the Wheel,” p. 123
an analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.1112.RI.3.7: Integrate and evaluate multiple sources of

“Saudi Women Defy Driving Ban,” using hyperlink on p. 128 in

information presented in different media or formats as well as in words in order to address a question or solve a problem.

Collections eBook

FSA Standards Specifications: Items may ask the student to determine the point of view or purpose in a text and to analyze Learning Target: Students will how it is advanced or conveyed by the author. Items should provide a determination of an

meaningful rhetorical devices that specifically advance author’s point of view or purpose in

the

author’s purpose or point of view. (RI.2.6) a text in which the rhetoric is

Items

should focus on the similarities and differences between particularly effective. (RI.2.6) Learning Target: Students will provide an analysis of how style and content contribute to the power, the two stimuli. Items may focus primarily on either stimulus but must require use of the text stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. (RI.3.7)
persuasiveness or beauty of the text. (RI.2.6) Learning Target: Students will provide an evaluation of multiple sources of information presented in different media or formats (e.g.) visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.3.7)

Suggested pacing: 1 week

CCSS.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Semester 1 - Curriculum Focus: Delineating an Argument

Required Texts and Targets Required Texts and Targets Required Texts and Targets
Text: "A Vindication of the Rights of Woman," p. 113
Analyze Ideas and Events, p. 129. After watching the media “Saudi Women Defy Driving Ban,” conduct a collaborative discussion using the questions on p. 129 of Teacher Edition.
Concept Support: Segment & Effect Teacher Edition, p. 128
Analyzing the Media, p. 129, Questions 1 -3
Integrate and Evaluate Information, p. 130
Suggested Common Formative Assessment: Analyzing the Media, p. 130, Questions 2 and 3

Suggested Learning Strategy
Discussion Appointments, Reading Appendix-Protocols and Resources, 11
Resources for Focus Standards LUT – Synthesizing Information
Language and Editing: Academic Vocabulary, p. 129, Teacher Edition

   CCSS.1112.RI.3.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional Analyzing the Text, p. 120, Questions 1 - 4
principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

12
standard Specifications: Items should not ask the 1967,” p. 151

student to simply identify the arguments or claims in the text. Items may ask the student to trace
or evaluate Learning Target: Students will the
argument or claims in a section of the text or provide a delineation of the reasoning
ghout the whole text. Items may focus on in seminal U.S. texts, including the
evalu
ating how effective, persuasive, or biased an application of constitutional principles and use of legal
reasoning, including the premises, purposes and arguments in works of public advocacy. (RI.3.8)
Learning Target: Students will provide an evaluation of the reasoning in seminal U.S. texts,
argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the
evidence is, or how credible the sources are, for an argument or claim. Items may focus on
irrelevant, inappropriate, or intentionally false or misleading statements, or on distinguishing fact
from opinion.
including the application of constitutional principles and use of legal reasoning, including the
premises, purposes and arguments in works of public advocacy. (RI.3.8)
Suggested pacing: 2 weeks
Suggested Common Formative Assessment: Analyzing the Text, p. 120, Question 5 Have
students complete a graphic organizer like the one on p. 117 of Teacher Edition.
Close Read: Delineate and Evaluate an Argument: Inductive and Deductive Reasoning, Teacher
Delineate and Evaluate an Argument: Inductive Reasoning, p. 165
Analyzing the Text, p. 166, Questions 1 - 5
Common Formative Assessment: Analyzing the Text, p. 166, Question 6-8
Suggested Learning Strategy
SMELL, ELA Instructional Strategies Use chart to record rhetorical strategies (see p 117 of TE). Use a
graphic organizer similar to the chart on p. 165.
Resources for Focus Standards
122a Teacher Edition History Channel Video, p. 151
Semester 1 - Curriculum Focus: Satire

Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text Set: Satire

“Wealthy Teen Nearly Experiences Consequences,” CommonLit

“Who Speaks for the 1%?” Close Reader, p. 45

“A Modest Proposal,” p. 199

All Guiding, Assessment, and Discussion Questions,

point of view CommonLit

or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute Close Reader activities, p. 45.

to the power, persuasiveness or beauty

of the text. Have students complete a graphic organizer similar to the one on 212c of Teacher Edition.

Analyze Author’s Point of View: Satire, p. 209.

FSA Standard Specifications: Items may ask the student to determine the point of view or purpose in a text and to analyze how it is advanced or conveyed by Have students create a graphic organizer like the one

the author. Items should focus on

meaningful on Teacher Edition, page 209 and look for examples

rhetorical devices that specifically

advance the of verbal irony and understatements as they read the

author’s purpose or point of view. (RI.2.6)

13
2018 - 2019 Grade 12: English 7 Honors Curriculum Map
text, p. 199 – 208.
Guiding Questions – “A Modest Proposal”

Suggested Common Formative Assessment: Analyzing the Text, p. 210, Questions 3, 4, 5, 6

Suggested Learning Strategy Graphic Organizer

Resources for Focus Standards

LUT: Point of View, Irony CommonLit: https://www.commonlit.org/en/texts/a-modest-proposal
Language and Editing: Vocabulary Strategy: Denotation and Connotation, p. 197
CCSS.1112.L.3.5b: Analyze nuances in the meaning of words with similar denotations.

Semester 1 - Curriculum Focus: Tone Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs

Text Set: Poetry

“Elsewhere,” Close Reader, p. 49 (TE p. 220c)

“Imagine the Angels of Bread,” p. 217 and

Learning Target: Students will provide a statement to explain the impact of specific words and phrases on the tone of a text. (RL.2.4)

Suggested pacing: 1 week

Close Reader Activities, p. 49, focus on question 4 Have students create a graphic organizer similar to the one on page 220c of the Teacher Edition to complete while reading.

CCSS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

FSA Standard Specifications: Items should not focus on Analyzing the Text, p. 220, Questions 2, 3, 4
dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or

Suggested Common Formative Assessment: Compare the tone of both poems and the authors’ use of specific words and phrases in Learning Target: Students will provide an analysis of how style and content contribute to the power, persuasiveness or beauty of the text. (RL.2.6)

Suggested pacing: 3 weeks

evocative meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask students to employ various strategies to explore meaning, including the application of context
clues, roots, or affixes. Items may require each.

students to make connections between words and to delve into figurative or connotative meanings.

(RL.2.4) Suggested Learning Strategy TP-CASTT, SIFT, ELA Instructional Strategies

**Resources for Focus Standard LUT: Tone**

14
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

Semester 1 - Curriculum Focus: Magical Realism

Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text:

“A Very Old Man with Enormous Wings,”

Learning Target: Students will provide an analysis of the impact of an author’s choices regarding how to develop and relate elements of a story or drama. (RL.1.3)

Suggested pacing: 1 week

CCSS.1112.RL.1.3: Analyze the impact of the author’s choices Text-dependent questions 1 - 5, CommonLit regarding how to develop and relate elements of a story or drama. FSA Standards Specifications: Items may address any aspect of character development over the course of a text. Items should focus on major characters who may exhibit evidence

Suggested Common Formative Assessment:

of change over the course of the passage. Items that address character interactions should focus only on significant Text-dependent questions 6, 7 character interactions. Focus should be on character development that is consistent with the major theme(s) of the passage or significantly contributes to the advancement of the plot. (RL.1.3) Suggested Learning Strategy Metacognitive Markers, ELA Instructional Strategies

Resources for Focus Standards Commonlit

Semester 1 - Curriculum Focus: Novel Study

Novel Study: Emma, Othello, The Things They Carried, or an ELA/Department/PLC/Grade Level -based selection.

Suggested pacing: 3 weeks

Standards and activities will vary according to students’ needs.
Semester 2

Grade 12: English 7

Required Summative Assessments Assessed Standards

- VLT 2: Rhetorical Analysis The window for administering, scoring, entering scores in Eduphoria, remediating, and grading the VLT is April 1 through April 26.

CCSS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Summative Assessment on Novel Selection – School/PLC choice

CCSS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.1112.RL.1.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CCSS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

- Performance Task: Write an Analytical Essay, p. 399.

CCSS.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Present a Speech, p. 471, Teachers/students may modify the topic to align with any theme from the semester. Assess with rubric on page 474. (To be completed after reading, “Don’t Eat Fortune’s Cookie.”)

CCSS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- Optional Assessment of Standards – Quarter 3

- Optional Assessment of Standards – Quarter 4 These are mastery assessments of the focus
standards for each nine weeks taken from the Collections end-of-collection printable assessments.
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

Applicable Standards for All Semester 2 Texts

CCSS.1112.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.1112.SL.1.1a-d: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Semester 2 - Curriculum Focus: Elements of an

Epic Required Texts and Targets Assignments and Resources Focus Standards and FSA

Item Specs Text:

“Beowulf,” p. 409

OR

from Beowulf, Close Reader, p. 67 (Teacher edition, p. 428b)

Learning Target: Students will provide a statement of two or more themes or central ideas of a text. (RL.1.2) Learning Target: Students will provide an analysis of how two or more themes or central ideas

Analyze Story Elements: Characteristics of an Epic, p. 425 Assign expert groups to track examples of each of the bulleted characteristics as the text is read (can be done for the Close Reader excerpt as well).

CCSS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.1112.RL.1.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

FSA Standard Specifications: Items may ask the student to determine a theme or central idea and its development. Themes and central ideas may be explicitly or implicitly stated, Analyzing the Text, p. 426, Questions 2 - 5

but items should not provide the inference for the student. Items should focus on the use of specific details that aid in the OR
development of the theme or central idea. Items may, however, ask the student to select the details. Items may ask Close Reader activities, p. 87-98
the student to summarize the text. (RL.1.2) Items may address any aspect of character development over
2018 - 2019 Grade 12: English 7 Honors Curriculum Map
the course of a text. Items should focus on major characters

Suggested Common Formative Assessment: Analyzing the Text, p. 426, Question 6
who may exhibit evidence of change over the course of the passage. Items that address character
interactions should focus only on significant character interactions. Focus should
AND
be on character development that is consistent with the major theme(s) of the passage or significantly
contributes to the advancement of the plot. (RL.1.3) Close Reader, short response, p. 98
(Students should complete both questions using whichever text is chosen by the teacher.)

Suggested Learning Strategy
Graphic organizer

Resources for Focus Standard interact and build on one
another to produce a complex account over the course of the text. (RL.1.2) Learning Target:
Students will provide an analysis of the impact of an author’s choices regarding how to develop
and relate elements of a story or drama. (RL.1.3)

Suggested pacing: 2 weeks
W, X, A2, B2, D2. Guiding Questions LUT-Universal and Recurring Themes

Vocabulary Strategy: Homophones, p. 427
CCSS.1112.L.3.4a: Use context as a clue to the meaning of a word or phrase.

Semester 2 - Curriculum Focus: Shakespearean

Drama Required Texts and Targets Assignments and Resources Focus Standards and FSA
Item Specs Text:
Shakespearean Drama, p. 231-234

CCSS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their
development over the course of the Hamlet, p. 235

Guiding Questions, Act I
text, including how they interact and build on one another to produce a complex account; provide an
objective summary of the Learning Target: Students will provide an analysis of how two or more themes
or central ideas interact and build on one another to produce a complex account over the course of the
text.

Analyzing 8 Suggested Performance p. 262
the Text, p. 262 Questions 2, 4, 6, 7,
text. CCSS.1112.RL.1.3: Analyze the impact of the author’s choices

Common Formative Assessment:

Task, Writing Activity: Analysis,

regarding how to develop and relate elements of a story or drama. CCSS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning (RL.1.2) Learning Target: Students will

Guiding Questions, Act II

and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. provide an analysis of the impact of an author’s choices regarding

Performance Task: Speaking Activity, p. 283

CCSS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is

18
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

how to develop and relate elements of a story or drama. (RL.1.3) Learning Target: Students will provide statement explain the impact of specific words and phrases on the tone of a text. (RL.2.4) Learning Target: Students will provide an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. (RL.2.6)

Suggested pacing: 4 weeks

FSA Standards Specifications: Items may ask the student to

Analyze Language: Soliloquy, p. 354

determine a theme or central idea and its development. Themes and central ideas may be explicitly or implicitly stated, but items should not provide the inference for the student. Items should Guiding Questions, Act III

focus on the use of specific details that aid in the development of the theme or central idea. Items may, however, ask the student to Analyzing the Text, p. 310, Questions 2, 4, 5, select the details. Items may ask the student to summarize the text. (RL.1.2) Suggested Common Formative Assessment: Analyze the Text, p. 310, Question 8

Items may address any aspect of character development over the course of a text. Items should focus on major characters who may exhibit evidence of change over the course of the passage. Items Analyze Drama Elements: Foil, p. 356a Teacher that address character interactions should focus only on significant Edition

character interactions. Focus should be on character development that is consistent with the major theme(s) of the passage or Guiding Questions, Act IV

significantly contributes to the advancement of the plot. (RL.1.3) Items should not focus on dictionary word meanings but should Analyze the Text, p. 332, Questions 1, 3, 6, focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have Suggested Common Formative Assessment: figurative or evocative meanings central to the meaning of the text Analyze the Text, p. 332, Question 7, 8

rather than isolated, incidental vocabulary. Items may ask students Guiding Questions, Act V

to employ various strategies to explore meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into Performance Task: Speech p. 355 figurative or connotative meanings. (RL.2.4) Items should ask the student to analyze, rather than simply
Suggested Common Formative Assessment: Analyzing the Text, p. 355, Questions 3, 4, 5, 8

identify, the perspective in the text. Items should focus on the perspective and/or cultural experience presented in the story, not on use of first, second, or third person point of view. (RL.2.6)

Suggested Learning Strategy Suggested Common Formative Assessment: Analyzing the Text, p. 283 Questions 1, 2, 5, 7, 8

Double-Entry Journal, ELA Instructional Strategies World Café, Jigsaw, Mystery Quotes, Tea Party, Reading Appendix- Protocols and Resources,

Resources for Focus Standard

LUT: Characters and Conflict A&E BIO: Shakespeare

Language and Style: Paradox, p. 356

CCSS.1112.L.3.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

19
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

Semester 2 - Curriculum Focus: Media Analysis Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs

Media Analysis: Film Versions of Hamlet, p. 357-358, (Teachers may also include other appropriate film versions of Hamlet.)

Learning Target: Students will provide an analysis of multiple interpretations of the same story, drama, or poem with an evaluation of how each version interprets the source text. (RL.3.7)
Learning Target: Students will demonstrate ability to adapt speech to a variety of contexts and tasks. (SL.2.6)

Suggested pacing: 1 week
Analyze Interpretations of Drama, p. 359, see Teacher Edition instructions

CCSS.1112.RL.3.7: Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

Have students create a graphic organizer to take notes of the small group presentations on the elements from the film clips.

FSA Standard Specifications: Items should focus on the similarities and differences between the two stimuli. An item may focus primarily on either stimulus. Items that do not focus on the text Suggested Common Formative Assessment:

representation should not rely exclusively on Collaborative Discussion, p. 358. Teacher may vary this

(RL.3.7) topic to a writing or multimedia response.

Suggested Learning Strategy

Think, Pair, Write, Reading Appendix-Protocols and Resources, p. 35

Language and Style: Paradox

CCSS.1112.L.3.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Semester 2 - Curriculum Focus:

Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text:

“Tell Them Not to Kill Me!” p. 369

Learning Target: Students will provide an analysis of how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure
CCSS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.1112.RL.2.6: Analyze a case in which grasping a point of view Analyze Point of View: Irony, p. 376 requires distinguishing what is directly stated in a text from what is really meant.

Analyzing the Text, p. 377, Questions 1, 3, 5, 6, 7, 8, 9

FSA Standards Specifications: Items can be overarching questions about the structure of the entire text or about specific structural devices. Items should ask the student to analyze, not just determine,
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

the author’s choices. However, a two-part item may ask the student

Suggested Common Formative Assessment: Performance Task: Speaking Activity: Discussion, p. 377 and meaning. (RL.2.5) Learning Target: Students will to determine

and then analyze. (RL.2.5) provide an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what

Items should ask the student to analyze, rather than simply identify, the perspective in the text. Items should focus on the perspective and/or cultural experience presented in the story, not on use of first, second, or third person point of view. (RL.2.6)

is really meant. (RL.2.6)

Suggested Learning Strategy Gallery Walk, Reading Appendix-Protocols and Resources. p. 14

Suggested pacing: 1 week

Resources for Focus Standard

Analyze Structure, p. 378a Teacher Edition LUT: Sequence of Events
Language and Style: Vary Syntax for Effect. p. 378
CCSS.1112.L.2.3a: Vary syntax for effect, consulting references (e.g., Tuft’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Semester 2 - Curriculum Focus: Figurative

Language Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text: Poem

“Hatred,” p. 396

Learning Target: Students will provide a statement explain the impact of specific words and phrases on the tone of a text. (RL.2.4)

Suggested pacing: 1 week

Determine Figurative Meanings:

CCSS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative Personification p. 397 meanings; analyze the impact of specific word choices on meaning Have students create a graphic organizer to

and tone, including words with multiple meanings or language that is identify examples of personification.

particularly fresh, engaging, or beautiful.
Collaborative Discussion, p. 396

FSA Standard Specifications: Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on Performance Task: Writing Activity, p. 397

words and phrases that have figurative or evocative meanings central to the meaning of the text rather than isolated, incidental Suggested Common Formative Assessment: Analyzing the Text, p. 357

Questions 1-5

vocabulary. Items may ask students to employ various strategies to explore meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. (RL.2.4) Suggested Learning Strategy Jigsaw, Reading Appendix-Protocols and Resources, p. 20

Resources for Focus Standard


Language and Style: Repetition and Parallelism, p. 398

CCSS.1112.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21
2018 - 2019 Grade 12: English 7 Honors Curriculum Map

Semester 2 - Curriculum Focus: Drawing

Conclusions Required Texts and Targets Assignments and Resources Focus Standards and FSA Item Specs Text:

“Blocking the Transmission of Violence,” p. 379

Learning Target: Students will provide strong and through textual evidence with a determination of where the text leaves matters uncertain. (RI.1.1) Learning Target: Students will determine the central ideas or conclusions of a text; summarizes complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RI.1.2) Learning Target: Students will provide an analysis of a sequence of events. (RI.1.3)

Suggested pacing: 1 week

CCSS.1112.RI.1.1: Cite strong and thorough textual evidence to Analyze Ideas and Events, p. 391

analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyzing the Text, p. 392, Questions 1, 2, 3, 4, 6, 7

CCSS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

FSA Standards Specifications: Items may ask the student to cite significant textual evidence to support a given analysis of the text. Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence Suggested Common Formative Assessment: Performance Task: Speaking Activity: Discussion p. 392

that provides the strongest support possible. (RI.1.1) Items may ask the student to determine a central idea and its development. Central ideas may be explicitly or implicitly stated, but items should not provide the inference for the student. Items should focus on the use of specific details that aid in the development of the central idea. Items may, however, ask the student to select the details. Items may ask the student to summarize the text. (RI.1.2) Items may address ideas or concepts in the text as a whole or may address individual techniques used by the author, including the connections drawn among ideas. (RI.1.3)

Suggested Learning Strategy

Discussion Appointments, Reading Appendix-Protocols and Resources, p. 11

Resources for Focus Standards

LUT: Drawing Conclusion
2018 - 2019 Grade 12: English 7 Honors Curriculum Map
Semester 2 - Curriculum Focus: Presenting Information Required Texts and Targets
Assignments and Resources Focus Standards and FSA Item Specs

Text: Media-Speech:
“Don’t Eat Fortune's Cookie,” p. 19

OR

Teacher Choice of an appropriate speech (examples: “This is Water” by David Foster Wallace, “You’ve Got to Find What You Love” by Steve Jobs)

Learning Target: Students will provide an analysis of how style and content contribute to the power, persuasiveness or beauty of the text. (RI.2.6)

Suggested pacing: 2 weeks

CCSS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS Standards Specifications: Items should ask the student to analyze, rather than simply identify, the perspective in the text. Items should focus on the perspective and/or cultural experience presented in the story, not on use of first, second, or third person point of view. (RL.2.6)

Suggested Common Formative Assessment: Analyzing the Media, p.20, Question 5

Semester 2 - Curriculum Focus: Novel Study

Novel Study: Emma, Othello, The Things They Carried, or an ELA/Department/PLC/Grade Level -based selection.

Suggested pacing: 3 weeks

Analyzing the Media, p.20, Questions 1-4

Standards and activities will vary according to students’ needs.

23