### 2019-2020 ELA Curriculum Map, Grade 12, Q1

<table>
<thead>
<tr>
<th>Reading Focus: Literature</th>
<th>Writing Focus: Informative/Explanatory</th>
<th>Unifying Concept: The Heroic Ideal</th>
<th>Quarter 1</th>
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<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td><strong>Essential Questions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Heroic literature provides a window into the cultures of the people who created it and expresses their shared human experiences and ideals.</td>
<td>- Why do cultures create and celebrate heroes in literature?</td>
<td></td>
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<tr>
<td>- Effective writers use carefully select descriptive details and a smooth sequence of events to engage readers.</td>
<td>- Why do societies need heroes?</td>
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<tr>
<td>-</td>
<td>- How do literary heroes reflect the values, morals, and fears of the cultures that created them?</td>
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</tr>
</tbody>
</table>

#### Standards

**Highly-Leveraged Standards**

**12.RL.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.

**12.RL.6** Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.

**12.W.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.

a. 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, graphics, and multimedia when useful to aiding comprehension.

b. 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.

c. 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.

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

e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Supporting Standards**

**12.RL.4** Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.

**12.RL.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.

**12.RL.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.
12.W.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.

12.W.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.

12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

12.SL.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.

12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use hyphenation conventions.
   b. Use correct spelling.

12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
   a. Identify and correctly, use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
   b. 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.
   c. 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, its etymology, or its standard usage.
   d. Verify the preliminary determination of the meaning of a word or phrase.

Constant Standards

12.RL.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.

12.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.

12.W.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.)

12.W.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 11–12.)
**12.W.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.

**12.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature.
- b. Apply grades 11-12 Reading standards to informational text and nonfiction.

**12.W.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.

**12.SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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.
- d. 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.

**12.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**12.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references as needed.

**12.L.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.

- a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**12.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**12.L.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.
### Social Justice Standards

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

*Teaching Tolerance Website*
https://www.tolerance.org/

### Adopted Texts and Materials

**Textbooks: Adopted Anthologies:** *The Language of Literature—British Literature* (L), *Elements of Literature—British Literature* (E)

**Recommended Extended Texts: Choose 1-2**
- **Grendel**, John Gardener
- **Iliad**, The, Homer, L p. 66
- **Jane Eyre**, Charlotte Bronte
- **Native Son**, Richard Wright
- **Sir Gawain and the Green Knight**, L p. 209, E p. 132
- **The Once and Future King**, T.H. White

**Multicultural Adoptions:**
- **Bengali Harlem**, Vivek Bald
- **Uprising: A New Age is Dawning for Every Mother’s Daughter**, Sally Armstrong
- **Warrior Woman, The**, Maxine Hong Kingston

**Recommended Short Texts: Choose 3-5**
- “Essays,” Sir Frances Bacon, L p. 442, E p. 221
- **Canterbury Tales**, Geoffrey Chaucer, L p. 111, E p. 84
- **Epic of Gilgamesh**

**Instructional and Assessment Guides**

**TUSD SPARKS**
**SPARK Strategies**
**DOK Levels**
**DOK Stems**

**Additional Instructional Resources**

**Electronic Resources and Alternative Media:**
- “Arthur’s Sister’s Story,” Maureen Quilligan

**Hero Resources:**
- **Short Stories About Heroes, Courage, and Bravery**
Hess’s Matrix
Bloom’s Taxonomy
Informative/Explanatory Writing Guide
Informative/Explanatory Rubric
MLA Guide from the Purdue Online Writing Lab

Socratic Seminar Resources:
NWABR
PAIDEIA

5 Qualities of Heroic Leaders
9 Hero Archetypes
“Anti-Hero: Definition, Examples & Characteristics”
“Dive into World building: Heroes Across Cultures” Juliette Wade
“National Geographic Live! - Culture Heroes: Fredrik Hiebert”
“What is a Hero?” Michael Gonchar
“What Makes A Hero?” Mathew Winkler
“Holding Out for a Hero,” Bonnie Tyler
“Superhero Comics: Artifacts of the U.S. Experience,” Julian Chambliss
Seamus Heaney Nobel Speech Video
“The Power of Vulnerability,” Brene Brown
“Trojan War: Is There Truth Behind the Legend?” Trevor Bryce
“Why Heroes are Important,” Scott Labarge
“Why Superman is the Greatest American Hero,” USA Today
### Reading Focus: Informational

**Writing Focus:**

### Unifying Concept:

**Power and Ambition**

### Quarter 2

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tragic events often expose political and social turmoil and provide a catalyst for progress.</td>
<td>• Is there a connection between ambition, power, and corruption?</td>
</tr>
<tr>
<td>• Individuals who experience tragic events cope and respond differently.</td>
<td>• Does tragedy provide a way to purge negative emotions and restore balance in individuals and societies?</td>
</tr>
<tr>
<td>• Effective writers support their claims using strong evidence and logical reasoning to convey complex ideas.</td>
<td>• What lessons do people learn from tragedies suffered by characters in literature?</td>
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### Standards

#### Highly-Leveraged Standards

1. **12.RI.2** Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
2. **12.RI.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.
3. **12.W.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.
   - a. 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, graphics, and multimedia when useful to aiding comprehension.
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   - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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1. **12.RI.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.
2. **12.RI.5** Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.
3. **12.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
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**Action:**
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### Adopted Texts and Materials

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<th>Textbooks: Adopted Anthologies:</th>
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<tr>
<th>Recommended Extended Texts:</th>
<th>Choose 1-2</th>
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<tbody>
<tr>
<td><strong>A Room of One’s Own</strong>, Virginia Woolf</td>
<td></td>
</tr>
<tr>
<td><em>One Hundred Years of Solitude</em>, Gabriel García Márquez</td>
<td></td>
</tr>
<tr>
<td><em>Othello</em>, William Shakespeare</td>
<td></td>
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<tr>
<td><em>The Tempest</em>, William Shakespeare</td>
<td></td>
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<tr>
<td>The Warrior Woman</td>
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<td><em>To the Lighthouse</em>, Virginia Woolf</td>
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<th>Recommended Short Texts:</th>
<th>Choose 3-5</th>
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<tbody>
<tr>
<td>“Shakespeare’s Sister” From “A Room of One’s Own,” Virginia Woolf</td>
<td></td>
</tr>
<tr>
<td>“Speeches, May 19th, 1940,” The” Winston Churchill, <em>L</em> p. 1127</td>
<td></td>
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</tbody>
</table>

### Instructional and Assessment Guides

| TUSD SPARKS |
| SPARK Strategies |
| DOK Levels |
| DOK Stems |
| Hess’s Matrix |
| Bloom’s Taxonomy |
| Informative/Explanatory Writing Guide |
| Informative/Explanatory Rubric |
| MLA Guide from the Purdue Online Writing Lab |

### Additional Instructional Resources

<table>
<thead>
<tr>
<th>Electronic Resources and Alternative Media:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing Famous Speeches</td>
</tr>
<tr>
<td><strong>Otello</strong>, Giuseppe Verdi</td>
</tr>
<tr>
<td>Mary Shelley Biography</td>
</tr>
<tr>
<td>“Rethinking ‘Othello’ In The Age Of Obama,” Talk of the Nation</td>
</tr>
<tr>
<td>“Shakespeare’s Workmanship: Crafting a Sympathetic Macbeth,” Arthur Thomas Quiller-Couch</td>
</tr>
<tr>
<td>Shakespeare Online - Othello</td>
</tr>
<tr>
<td>“The Moral Enigma of Shakespeare’s Othello,” Alexander W. Crawford</td>
</tr>
<tr>
<td>“The Psychoanalysis of Lady Macbeth,” Isador H. Coriat</td>
</tr>
<tr>
<td>“What is the True Ethnicity of Shakespeare’s Othello?” Ben Arogundade</td>
</tr>
<tr>
<td><em>The Solitude of Latin America</em>, Gabriel García Márquez</td>
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</table>
# 2019-2020 ELA Curriculum Map, Grade 12, Q3

## Reading Focus: Informational

## Writing Focus: Argumentative

### Unifying Concept:

Revelations About Human Nature

### Quarter 3

#### Enduring Understandings:

- The concepts of good and evil are subjective and evolve depending on the individuals, communities, and cultures.
- Effective writers use information from a variety of sources to support their claims on substantive topics.

#### Essential Questions:

- How do societies develop and exhibit morality?
- What are the origins of evil?
- What are the consequences of evil in society?
- How do nature, nurture, and free will factor into human behavior?
- What roles do compassion and empathy play in human nature?

### Standards

#### Highly-Leveraged Standards

1. **12.RI.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 effectiveness of the text.

2. **12.RI.8** Delineate and evaluate the rhetorical effectiveness of the authors’ reasoning, premises, purpose, and argument in seminal U.S. and world texts.

3. **12.RI.9** Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

4. **12.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. 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.
   b. 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.
   c. 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.
   d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

#### Supporting Standards

1. **12.RI.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.

2. **12.RI.5** Analyze and evaluate the effectiveness of the author’s choice of structural elements and text features.

3. **12.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

4. **12.W.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.
### Standards 12th Grade, Quarter 3

**12.W.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.

**12.SL.2** Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

**12.SL.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.

**12.SL.4** Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

**12.SL.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

**12.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use hyphenation conventions.
- Use correct spelling.

**12.L.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Constant Standards

**12.RI.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.

**12.RI.10** By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 12**.

**12.W.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.)

**12.W.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 11–12.)

**12.W.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.

**12.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 11-12 Reading standards to literature.
- Apply grades 11-12 Reading standards to informational text and nonfiction.

**12.W.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.

**12.SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12 topics, texts, and issues**, building on others’ ideas and expressing their own clearly and persuasively.
a. 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.
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c. 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.
d. 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.

**12.SL.6 Adapt** speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**12.L.1 Demonstrate** command of the conventions of Standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
b. Resolve issues of complex or contested usage, consulting references as needed.

**12.L.4 Determine** or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
b. 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.
c. 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, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase.

**12.L.5 Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

**12.L.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.

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**Social Justice Standards**

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)
### Teaching Tolerance Website
https://www.tolerance.org/

### Adopted Texts and Materials

#### Textbooks: Adopted Anthologies: *The Language of Literature—British Literature*(L), *Elements of Literature—British Literature* (E)

#### Recommended Extended Texts: Choose 1-2

*Brave New World*, Aldous Huxley  
*Frankenstein*, Mary Shelley, L p. 808, E p. 743  
*Heart of Darkness*, Joseph Conrad  
*Metamorphosis*, The, Franz Kafka  
*Picture of Dorian Gray*, The, Oscar Wilde

#### Multicultural Adoptions:

*October Mourning*, Leslea Newman  
*Purple Hibiscus*, Chimamanda Adichie

#### Recommended Short Texts: Choose 3-5

- “Elegy Written in A County Churchyard,” L p. 666, E p. 567
- *Holinhed’s Chronicles* Excerpt  
- *Chinua Achebe’s Response to Heart of Darkness*  
- *Chinua Achebe’s Hollow Men (on Conrad)*  
- Pairings: *White Man’s Burden, Black Man’s Burden*

### Instructional and Assessment Guides

- **TUSD SPARKS**  
- **SPARK Strategies**  
- **DOK Levels**  
- **DOK Stems**  
- **Hess’s Matrix**  
- **Bloom’s Taxonomy**  
- **Argumentative Writing Guide**  
- **Argumentative Rubric**  
- **MLA Guide from the Purdue Online Writing Lab**  
- **Socratic Seminar Resources:**  
  - NWABR  
  - PAIDEIA

### Additional Instructional Resources

**Electronic Resources and Alternative Media:**

- Analyzing Famous Speeches  
- “Are Scientists Playing God? It Depends on Your Religion,” John Tierney  
- *Churchill’s First Speech as Prime Minister (19 May 1940)*  
- *The Songs of Innocence and Experience*, William Blake  
- “Science: For Good Or Evil?” Marcello Gleiser  
- *Summa Theologiae*, St. Thomas Aquinas, Alfred J. Freddoso  
- “What Do We Mean By ‘Evil’?” Rollo Romig  
- *Siddhartha*, Herman Hesse
## Reading Focus: Literature

## Writing Focus: Argumentative

## Unifying Concept: Views of Society

### Quarter 4

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
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<td>• Examining texts through multiple perspectives affect understanding.</td>
<td>• What role does literature play in the examination of recurring societal issues?</td>
</tr>
<tr>
<td>• Effective writers are able to synthesize multiple sources to demonstrate complex</td>
<td>• How do people use language and rhetoric to inform, persuade, and/or manipulate</td>
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<td>analysis through effective argumentative writing.</td>
<td>others?</td>
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### Standards

#### Highly-Leveraged Standards

1. **12.RL.3** Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
2. **12.RL.9** Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.
3. **12.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. 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.
   b. 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.
   c. 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.
   d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

#### Supporting Standards

1. **12.RL.4** Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
2. **12.RL.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.
3. **12.RL.6** Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.
4. **12.RL.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.
5. **12.W.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.
6. **12.W.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.
12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

12.SL.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.

12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker’s line of reasoning, message, and any alternative perspectives.

12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references as needed.

12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

**Constant Standards**

12.RL.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.

12.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.

12.W.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.)

12.W.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 11–12.)

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   a. Apply grades 11-12 Reading standards to literature.
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   a. 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.
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d. 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.

12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use hyphenation conventions.

b. Use correct spelling.

12.L.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.

a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).

b. 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.

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### Adopted Texts and Materials

**Textbooks:** Adopted Anthologies: *The Language of Literature—British Literature (L), Elements of Literature—British Literature (E)*

**Recommended Extended Texts: Choose 1-2**

1984, George Orwell  
*Anthem*, Ayn Rand  
*Brave New World*, Aldous Huxley  
*Ceremony*, Leslie Marmon Silko  
*Handmaid’s Tale*, Margaret Atwood  
*Inferno*, Dante Alighieri  
*Joy Luck Club, The*, Amy Tan  
*The Bell Jar*, Sylvia Plath  
The Color Purple, Alice Walker  
*Rosencrantz and Guildenstern are Dead*, Tom Stoppard  

**Multicultural Adoptions:**

*Hitler Youth: Growing Up in Hitler’s Shadow*, Susan Campbell Bartoletti  
*Out of Shadows*, Jason Wallace

### Recommended Short Texts: Choose 3-5

- *Divine Comedy Symphony*, Robert W Smith  
- “Hanging, A” George Orwell, *L* p.1167  
- “Letter to her Daughter” Lady Mary Wortley Montagu, *L* p. 554  
- “Politics and the English Language,” George Orwell  
- Rosencrantz and Guildenstern are Dead Concept Analysis  
- “Some Reflections on Marriage” Mary Astell, *L* p. 563  
- *State Terror: Stalin 1930-1938,* Michele Roberts  
- *Stanford Encyclopedia of Philosophy—Ayn Rand*

### Instructional and Assessment Guides

- **TUSD SPARKS**  
- **SPARK Strategies**  
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- **Bloom’s Taxonomy**  
- **Argumentative Writing Guide**  
- **Argumentative Rubric**  
- **MLA Guide from the Purdue Online Writing Lab**  
- **Socratic Seminar Resources:**  
  - NWABR  
  - PAIDEIA

### Electronic Resources and Alternative Media:

- Analyzing Famous Speeches  
  - Churchill’s First Speech as Prime Minister (19 May 1940)  
  - George VI’s broadcast 3 Sept 1939 (“In this grave hour”)  
- Hitler’s Declaration of War on Poland (w/English subtitles)  
- “State Terror: Stalin 1930-1938,” Michele Roberts  
- “The Solitary Leaker,” David Brooks  
- “Why I Write,” George Orwell

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1 Highly-Leveraged Standards are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.
Supporting Standards are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

Constant Standards are routinely addressed to reinforce grade-level mastery.