

Grade 12 ELA Curriculum Map
Collection 1: Chasing Success

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<i>A Walk to the Jetty</i> p. 31	<i>Ile</i> p.47	<i>Don't Eat Fortune's Cookie</i> pg 19	<i>The Secret to Raising Smart Kids</i> pg 21	<i>Marita's Bargain</i> pg 3
Learning Objective	Analyze the impact of an author's word choices and cite text evidence to support inferences.	Analyze elements of a drama, including conflict and symbolism.	Cite evidence to support inferences	Support inferences	Determine central ideas and integrate and evaluate information in an essay
Vocabulary Strategy Focus	Etymology	Context Clues	Inferences	Prefixes with multiple meanings	Context clues
Language & Style Focus	Dashes	Dialect	Tone	Participles and participial phrases	Subject-verb agreement
Academic Vocabulary	Accumulate, appreciation, conform, persistence, reinforce	Accumulate, appreciation, conform, persistence, reinforce	Accumulate, appreciation, conform, persistence, reinforce	Accumulate, appreciation, conform, persistence, reinforce	Accumulate, appreciation, conform, persistence, reinforce
Close Reading Strategy	Analyze word choice	Drama Elements: character, conflict	Support Inferences	Analyze structure: argument Prefixes with multiple meanings	Support inferences: draw conclusions Analyze word choice Determine central ideas Context clues
Strategies for Annotation	Syntax 31 Tone 31 Emphasis 33 Simile 35 Metaphor 36 Sensory Language 38 Parallelism 40 Connotations 41	Symbol 48,52 Conflict 48-60 Dialect 48, 49 Character 50-51	Tone/Body Language 19	Claim 21 Evidence 22, 26 Subheadings 23 Sources 23 Argument 24, 25, 27	Purpose 3 Perspective 4 Main Idea 5 Draw Conclusions 6 Central ideas 9,10,14,15 Inferences 11 Tone 12
Writing Instructional Focus	Write a letter from Annie to her parents after she arrives in England. Maintain 1st person POV, include details that develop readers' understanding of Annie's feelings, incorporate elements of	In small groups, discuss how the conflict is revealed between the characters. Write a summary of the discussion and present to class	Write a review of Lewis's speech including the main ideas, organizing ideas logically and clearly to state their view of the speech.	Write an additional paragraph. Develop 2 examples and use transitional words and phrases to link your paragraph to the main idea.	Diary entry: Marita reflects on the changes in her friendships. Consider Marita's feelings, reaction of her old friends, Marita's free time outside school, and her relationship with her mother.

	Kincaid's style to capture Annie's voice				
Assessments	Selection test	Selection test	Selection test	Selection test	Selection test
Performance Task: Compare/Contrast Essay: Gather evidence from "A Walk to the Jetty" and a second choice from the Collection, finding a character who offers interesting points for comparison with Annie. Create a graphic organizer to make connections and distinctions between Annie and the second character. Write a draft of the essay. Revise the essay. Exchange essays with a partner and provide feedback on the strengths and weaknesses of the essay.					

Grade 12 ELA Curriculum Map
Collection 2: Gender Roles

	Lesson	Lesson	Lesson	Lesson
Text	<i>Wife of Bath's Tale/ The Pardoner's Tale</i> Pg 77	<i>Mallam Sile</i> Pg 93	<i>In a Scattered Protest, Saudi Women Take the Wheel</i> Pg 123	<i>The Men We Carry in our Minds</i> Pg 131
Learning Objective	Analyze the narrator and the frame-story structure of a narrative poem	Analyze setting as a story element and use textual evidence to make inferences and draw conclusions.	Summarize the main ideas of a news article; analyze ideas and events; and integrate and evaluate information	Determine an author's point of view about a complex subject and determine the central ideas of an essay.
Vocabulary Strategy Focus	Usage	Consult a dictionary	Context clues	Context clues
Language & Style Focus	Inverted Sentences	Adjectives and adverbs	Word Choice	Syntax
Academic Vocabulary	Bias, complementary, exploit, inclinations, predominance	Bias, complementary, exploit, inclinations, predominance	Bias, complementary, exploit, inclinations, predominance	Bias, complementary, exploit, inclinations, predominance
Close Reading Strategy	Determine themes Analyze story elements: narrator Usage	Analyze story elements: character development, setting Adjectives and adverbs	Summarize the text	Determine author's point of view Context clues
Strategies for Annotation	Narrator 79-81, 87-89 Themes 82-85, 88	Setting 93-94,98 Conclusions 94 Characterization 95 Theme 97 Dialogue 98 Character development 99 Motivation 101	Word choice 124 Draw conclusions 124 Summarize 125-126	Point of view 131-137 Central ideas 132-37
Writing Instructional Focus	Analyze the knight's character development over the course of the story, considering the knight's crime, his reaction to the old woman, and his response to the choice she offers him.	Write to describe a familiar setting that is a gathering place in your school or community, considering specific sensory details.	Prepare a news report on a local or school event, considering purpose.	Considering the varying gender roles presented in the essay, form opposing groups and debate which view has more validity and relevance today.
Assessments	Selection test	Selection test	Selection test	Selection test
Performance Task: Write an informative essay using Chaucer's "The Wife of Bath's Tale". Plan by considering the ways in which gender bias might affect how we perceive others and how generalizations about the opposite sex prevent us from understanding each other. Consider two additional texts in the Collection to find similar ideas. Create an outline of details and textual evidence that is relevant to your idea. Draft and revise your essay, then present to small groups for feedback and questioning.				

Grade 12 ELA Curriculum Map
Collection 3: Voices of Protest

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<i>Speech on the Vietnam War</i> pg 151	<i>The Crisis</i> pg 169	<i>Civil Disobedience</i> pg 177 * <i>Civil Resistance and the 3.5% Rule</i>	<i>The Clan of One-Breasted Women</i> pg 187 * <i>There Will Come Soft Rains</i>	<i>A Modest Proposal</i> pg 199
Learning Objective	Delineate and evaluate an argument as well as determine connotative meanings of the language used	Analyze foundational documents and delineate and evaluate arguments	Analyze foundational documents and delineate and evaluate arguments	Analyze cause and effect and cite text evidence to support inferences	Analyze satire and its historical context
Vocabulary Strategy Focus	Suffixes	Clarify precise meaning	Clarify precise meaning	Denotation and connotation	Context clues
Language & Style Focus	Imperative mood	Combining sentences	Combining sentences	Gerund and gerund phrases	Active and passive voice
Academic Vocabulary	Controversy, convince, ethics, radical, tension	Controversy, convince, ethics, radical, tension	Controversy, convince, ethics, radical, tension	Controversy, convince, ethics, radical, tension	Controversy, convince, ethics, radical, tension
Close Reading Strategy	Analyze language Delineate and evaluate an argument: inductive reasoning Use suffixes	Analyze foundational documents Vocabulary strategy: clarify precise meaning Delineate and evaluate an argument	Analyze foundational documents Vocabulary strategy: clarify precise meaning Delineate and evaluate an argument	Determine author's purpose Analyze ideas and events: cause and effect Denotation and connotation	Analyze author's point of view: satire
Strategies for Annotation	Inductive reasoning 151-164 Connotative meanings 152 Inferences 153 Structure 153 Language 156	Rhetorical features 170 Emotional appeals 171 Ethical appeals 171 Parallel structure 172 Figurative language 172	Claim/Reasoning/Evidence 177 Delineate an argument 178- Loaded language 178 Overgeneralize 179 Rhetorical Questions 179 Paradox 181 False analogy 181 Claims/reasoning/evidence 183	Cause and effect 187 Author's purpose 189-195 Inferences 190-95	Historical context 199-209 Satire 200-209 Language 202-209
Writing Instructional	Review the speech from	Write a letter to a family	Explain how activists	In small groups, present	Working with a partner,

Focus	the viewpoint of a journalist.	member at home, explaining how you felt about hearing Paine's essay, considering the impact of the speech on you as a listener and using standard conventions of the English language.	such as MLK or Ghandi interpret the principles set forth by Thoreau, using documented sources.	a multimedia report on nuclear testing in Utah, using reliable resources.	identify the section where more historical context is needed to understand Swift's references, citing line numbers and notes.
Assessments	Selection test	Selection test	Selection test	Selection test	Selection test
Performance Task: Write a satire. Reread Swift's essay and take note of the problem-solution format. Model the structure of your own satire after "A Modest Proposal". Choose one topic of injustice from the Collection (racism, poverty, effects of war) and create an outline of your ideas. Create a draft, using humor or exaggeration, presenting your problem, solution, alternative solution, and counterarguments. Revise to make sure it is clear, coherent, and engaging. Exchange satires with a partner, using the chart from page 228 to review the characteristics of an effective satire.					

Grade 12 ELA Curriculum Map
Collection 4: Seeking Justice, Seeking Peace

	Lesson	Lesson
Text	<i>Hamlet</i> pg 235	<i>Tell Them Not to Kill Me</i> pg 369
Learning Objective	Analyze both the language and structure of the play	Analyze author's choices concerning the structure and point of view in a text
Vocabulary Strategy Focus	Context clues, grammatical forms, unusual word order	Context clues Translation resources
Language & Style Focus	Paradox	Vary syntax for effect
Academic Vocabulary	Drama, integrity, mediate, restrain, trigger	Drama, integrity, mediate, restrain, trigger
Close Reading Strategy	Analyze character, language, drama elements, word choice, plot, soliloquy and aside, figurative meanings, conflicts	Analyze point of view Varying syntax Structure Language
Strategies for Annotation	Pages 235-356	Irony 369 Syntax 370 Point of view 370 Flashback 371 Motivation 372
Writing Instructional Focus	Compare/contrast the relationship between Hamlet/Claudius and Ophelia/Polonius. Work in groups to discuss Hamlet's cautiousness. Act out a brief scene or section. Write a journal entry from Rosencrantz or Guildenstern about their mission to take Hamlet to England. Write a brief speech that would be delivered at Hamlet's funeral, addressing the events that led to his death.	In small groups, identify theme and cite several examples of how the author's use of irony supports the theme.
Assessments	Selection tests	Selection tests
Performance Task: Write an analytical essay, considering the violence of "Hamlet" and "Tell Them Not to Kill Me". Make notes of specific acts of violence mentioned in the texts and consider how violence affects the characters' ability to control their fates. Organize your details in an outlines. Draft your essay, introducing the controlling idea, details, quotations, and examples. Revise your draft to make sure it is clear, coherent, and engaging. Exchange essays with a partner considering the strengths and weaknesses of their argument.		

Grade 12 ELA Curriculum Map
Collection 5: Taking Risks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<i>Beowulf</i> Pg 409	<i>Speech by Ronald Reagan, Explosion of the Space Shuttle Challenger</i> pg 429	<i>Blackheart</i> Pg 452	<i>The Mosquito Solution</i> pg 453	<i>Are Genetically Modified Foods Scary?</i> Pg 470
Learning Objective	Analyze characteristics of epic and oral poetry	Determine the author's purpose and delineate and evaluate an argument	Determine two or more themes and analyze their development	Support inferences and draw conclusions from a scientific article	Cite strong and thorough textual evidence
Vocabulary Strategy Focus	Homophones	Etymology	Context clues	Scientific terms	Scientific terms
Language & Style Focus	Mood	Figurative language	Figurative language	Scientific terms	Scientific terms
Academic Vocabulary	Assurance, collapse, conceive, devote, vision	Assurance, collapse, conceive, devote, vision	Assurance, collapse, conceive, devote, vision	Assurance, collapse, conceive, devote, vision	Assurance, collapse, conceive, devote, vision
Close Reading Strategy	Analyze language/old English poetry	Delineate and evaluate an argument	Determine themes Analyze story elements: setting Language and style: tone	Summarize the text Scientific terms	Summarize the text Scientific terms
Strategies for Annotation	Characteristics of an epic 410 Alliteration 410 Kennings 411 Inferences 413 Caesura 415 Old English Poetry 416 Themes 423	Author's purpose 429 Emotional, loyal, associative appeals 429 Premise/Claim 430	Theme 452 Setting 452	Conclusion 454 Inferences 455 Language 455 Specialized vocabulary 457 Topic sentence 458 Summarize 460-67	Summarization 470
Writing Instructional Focus	Compare Beowulf's qualities with those of a fictional American hero.	Review the speech as given by Reagan, considering tone of voice, facial expressions, eye contact.	Identify the central theme of the story, considering what the author is saying about relationships.	Write a brief argument for or against the use of OX513A, stating a claim, developing reasons, and drawing evidence from the text.	Summarize the article, identifying the central ideas and its most important details, citing text evidence.
Assessments	Selection test	Selection test	Selection test	Selection test	Selection test

Performance Task: Present a speech. Review “Beowulf,” identifying and taking notes on the risks Beowulf takes. Choose one other text and identify the risks that are taken by characters in that text. Write a clear statement that summarizes your thoughts about the importance of taking risks in life. Create an outline to support your central ideas, details, and evidence. Draft your speech focusing on an introduction, logically ordered body, details, quotes, examples, language and grammar, and a conclusion. Practice the speech with a partner, providing feedback, evaluating and revising where needed. Present speech to the class.

Grade 12 ELA Curriculum Map
Collection 6: Finding Ourselves in Nature

	Lesson	Lesson	Lesson	Lesson
Text	<i>Living Like Weasels</i> pg 477	<i>Wild Peaches/Spring and All</i> pg 485	<i>Dwellings</i> pg 493	<i>Being Here: The Art of Dan Horgan</i> pg 491
Learning Objective	Discuss the impact of word choice, syntax, other stylistic traits, and figurative language on the author's ability to achieve her purpose	Demonstrate knowledge of foundational works of American literature, in part by analyzing their structural forms	Make inferences about the author's ideas, supporting them with evidence from the text, and identify the effect of the author's cultural context.	Integrate and evaluate information presented in film footage and audio track
Vocabulary Strategy Focus	Domain-specific words	Context clues	Context clues	Context clues
Language & Style Focus	Use precise details	Imagery	Appositives and appositive phrases	Imagery
Academic Vocabulary	Encounter, intensity, restore, theme, visualize	Encounter, intensity, restore, theme, visualize	Encounter, intensity, restore, theme, visualize	Encounter, intensity, restore, theme, visualize
Close Reading Strategy	Analyze style	Demonstrate knowledge of foundational works	Comprehend cultural context	Integrate and evaluate information
Strategies for Annotation	Syntax/style 477 Alliteration 478 Juxtaposition 478 Hyperbole 479 Rhetorical questions 479 Tone 480 Figurative meanings 481	Pastoral 486 Traditional poetry/rhyme scheme 486 Themes 487	Inferences 493 Cultural context 495 Personification 495	Inferences 491
Writing Instructional Focus	Write a personal essay, reflecting on a memorable event, explaining how this event led to an insight about your own life or about the human condition.	Compare the two poems, identifying reasons why one would be preferred over the other, including ideas related to content, style, and form as well as the opposing argument.	Compare <i>Dwellings</i> with Dillard's <i>Living Like Weasels</i> , identifying each author's perspective, direct quotations, and conventions of standard English.	Identify two or three of Horgan's artworks that provoke a reaction. Explain what you see, feel, and think about the form, materials, location, and meaning.
Assessments	Selection test	Selection test	Selection test	Selection test

Performance Task: Write a personal narrative. Reread “Living Like Weasels” and take notes about any new perspectives about the natural world that you gain from the text. How do these ideas or insights relate to your own experience with nature? Brainstorm some ideas for your narrative, considering an experience with nature such as a hike, camping trip, walk in the park, day at the beach, or a picnic. Organize your notes using an outline or a graphic organizer. Draft your narrative then exchange with a partner for feedback using the chart on page 520. Revise before presenting your narrative to the class or small groups.

Timeline	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Recursive Standards	LAFS.1112.L.1.1, LAFS.1112.L1.2, LAFS.1112.RI1.1, LAFS.1112.RL1.1, LAFS.1112.RL4.10			
Collection	Collection 5: Taking Risks	Collection 4: Seeking Justice, Seeking Peace	Collection 3: Voices of Protest	Collection 2: Gender Roles
Text titles	“Beowulf” “Explosion of the Space Shuttle Challenger: Address to the Nation: “The Mosquito Solution” “Are Genetically Modified Foods Scary?” “Wild Peaches” “Spring and All” “Blackheart”	“The Tragedy of Hamlet” Film Versions of “Hamlet” “Tell Them Not to Kill Me”	“Speech on the Vietnam War” <i>“from The Crisis”</i> <i>“from Civil Disobedience”</i> “The Clan of One-Breasted Women” “A Modest Proposal”	“The Wife of Bath’s Tale <i>from The Canterbury Tales</i> ” “The Pardoner’s Tale <i>from The Canterbury Tales</i> ” “Mallam Sile” “The Men We Carry in Our Minds” “In a Scattered Protest, Saudi Women Take the Wheel”
Standards Addressed	L 2.3, 3.4a, 3.6 RI 1.2, 1.3, 2.4, 2.5, 2.6, 3.8 RL1.2, 1.3, 2.4, 2.5, 3.9 SL 1.1c, 1.2, 1.3 W 1.1, 1.2, 2.5, 3.9a	L 3.5a RL 1.2, 1.3, 2.4, 2.5, 2.6, 3.7 SL 1.1, 2.5, 2.6 W 1.1 2.4, 2.6, 4.10	L 2.3, 2.3a, 3.4a, 3.4b, 3.4c, 3.4d, 3.5a, 3.5b RI 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 RL 2.6 SL 1.1a, 2.5 W 1.2b, 1.3b, 2.4, 3.7, 3.8, 3.9, 3.9b	L 1.1a, 1.1b, 2.3a, 3.4a, 3.4c, 3.4d RI 1.2, 1.3, 2.4, 2.5, 2.6, 3.7 RL1.2, 1.3, 2.5 SL 1.1, 1.1c, 1.2, 1.3, 2.4 2.5 W 1.1, 1.3d, 2.4, 4.10
Performance task	Speech	Analytical Essay	Satirical Writing	Informative/Explanatory Essay
Writing standard	W1.1	W1.3, 3.7	W1.2	W1.2