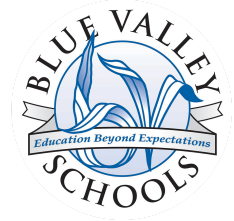


ELA 12

UNIT 1: Language and Perspective



ESSENTIAL QUESTION

BIG IDEAS

How does language influence perspective?

- Students will analyze the effects of language in American and world texts and how it shapes people’s perspectives of the world.
- Students will apply knowledge of language—written, verbal, and digital—as it applies to various forms of media in different contexts.

GUIDING QUESTIONS

Content

- How does an author use language and writing techniques in literature to effectively convey differing perspectives? (RL.12.3, RL.12.4, RL.12.6, RL.12.10)
- How does an author use language and writing techniques in nonfiction texts to effectively convey differing perspectives? (RI.12.4, RI.12.10,, RI.12.12)

Process

- How can students interpret the author’s language, structure, and style and their impact on meaning and purpose? (RL.12.7, RL.12.9, SL.12.3)
- How can students effectively use precise language, structure, and style to convey their perspective? (W.12.3, W.12.10, W.12.11, W.12.12)

Reflective

- How does the process of reading and writing influence and convey our unique perspectives? (RL.12.10, RL.12.7, RL. RL12.6)

FOCUS STANDARDS

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **W.12.3**
- Demonstrate command of the conventions of standard English grammar and usage when writing. **W.12.10**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W.12.11**
- 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. **W.12.12**

Reading Literature

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. **RL.12.3**
- 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. **RL.12.4**
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. **RL.12.6**
- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.7**
- Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. **RL.12.9**
- 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. **RL.12.10**

Reading Informational

- 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. **RI.12.4**
- 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. **RI.12.10**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RI.12.12**

Speaking and Listening

- 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. **SL.12.3**

ELA 12

UNIT 2: Complex Issues



ESSENTIAL QUESTION

BIG IDEAS

How can examining complex issues from different perspectives influence people?

- Students will synthesize multiple valid sources from a variety of texts in order to create an effective argument.
- Students will read and comprehend grade-level—contemporary, classic, and historically significant—texts from a variety of genres.

How can we effectively present ideas and address other viewpoints?

GUIDING QUESTIONS

Content

- How does an author of a fiction text construct and develop a claim throughout a piece of literature? **RL.12.13**
- How does an author of a non-fiction text construct a claim and effectively support it with valid evidence and sound reasoning? **RI.12.5, RI.12.13,**
- How does an author synthesize information from multiple sources? **W.12.7, W.12.8**

Process

- How do students read to inform their opinion and create an informed argument? **RI.12.8, RI.12.9**
- How can students synthesize information from a variety of valid sources in order to construct a strong argument based on reliable evidence and sound reasoning? **RI.12.7, W.12.1, W.12.2, W.12.9**

Reflective

- How does the process of examining a variety of sources influence our understanding? (RI.12.8, RL.12.13)

FOCUS STANDARDS

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.12.1**

- 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. W.12.2
- Conduct short as well as more sustained research projects to answer a question (including 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. W.12.7
- 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. W.12.8
- W.11-12.9 Draw evidence from grades 11-12 literary or informational texts to support analysis, reflection, and research. W.12.9

Reading Literature

- Read and comprehend literature, including stories, dramas, and poems. RL.12.13

Reading Informational

- 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. RI.12.5
- Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem. RI.12.7
- Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. RI.12.8
- Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features. RI.12.9
- Read and comprehend grade-level appropriate nonfiction literature. RI.12.13

Speaking and Listening

- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.12.2
- Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task. SL.12.4
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.12.5

ELA 12

UNIT 3: Learning from Literature



ESSENTIAL QUESTION

BIG IDEAS

How are universal ideas developed in literature and literary nonfiction?

- Students will identify, analyze, and synthesize universal themes in literature and literary nonfiction.
- Students will analyze how ideas interact within and among written, verbal, and digital texts.

GUIDING QUESTIONS

Content

- How does an author of fiction text develop themes or central ideas? **RL.12.2, RL.12.5, SL.12.1(a-d)**
- How does an author of nonfiction text develop themes or central ideas? **RI.12.1, RI.12.3, RI.12.6**

Process

- How can students analyze and determine how the structural elements of a text influence the reader's understanding of an author's central ideas? **RL.12.5, SL.12.7(a-b)**
- How can students cite textual evidence that supports their analysis of a text while making personal connections? **RI.12.1, W.12.5, W.12.6**

Reflective

- How do personal connections influence our interpretations of a variety of texts? (RL.12.2, RI.12.2)

FOCUS STANDARDS

Writing

- 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. **W.12.5**
- 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. **W.12.6**

Reading Literature

- Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.12.2**
- 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. **RL.12.5**

Reading Informational

- 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. **RI.12.1**
- 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. **RI.12.2**
- 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. **RI.12.3**
- 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. **RI.12.6**

Speaking and Listening

- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.12.2**
- Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task. **SL.12.4**
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.12.5**

ELA 12

UNIT 4: Analyzing Literature



ESSENTIAL QUESTION

BIG IDEAS

What choices do authors make and why do they make them?

- Students will draw evidence from literary and informational texts in order to make inferences and determine the author's meaning.
- Students will make claims that analyze literary devices employed by authors of both literature and literary nonfiction.

GUIDING QUESTIONS

Content

- How does the author make meaning clear without explicitly stating main ideas? **W.12.4, SL.12.6**
- How do authors craft and deliver audience-appropriate texts? **SL.12.6, SL.12.8**

Process

- How do students read and make meaning from texts by understanding unknown words and phrases? **RL.12.11, RL.12.12, SL.12.8**
- How can students use what texts explicitly say to draw appropriate conclusions that they can support with evidence from the text? **RL.12.1**

Reflective

- What impact do the techniques authors use have on the meaning and tone of literature and literary nonfiction? (RL.12.12, RI.12.11)

FOCUS STANDARDS

Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.12.4**

Reading Literature

- 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. **RL.12.1**
- 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. **RL.12.11**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RL.12.12**

Reading Informational

- 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. **RI.12.11**

Speaking and Listening

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **SL.12.6**
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **SL.12.8**