

12<sup>th</sup> Grade ELA Year at a Glance

\*Two novels from Passport to Literature and two Shakespeare plays \*ERWC units required in clusters 1, 3, and 4

	<b>Cluster 1</b>	<b>Cluster 2</b>	<b>Cluster 3</b>	<b>Cluster 4</b>	<b>Cluster 5</b>	<b>Cluster 6</b>
<b>Themes</b>	<u><i>Archetypes in Life &amp; Literature</i></u>	<u><i>The Power of Words</i></u>	<u><i>The Quest for Utopia</i></u>	<u><i>The Human Condition</i></u>	<u><i>Equity, Disparity &amp; Tradition</i></u>	<u><i>Rites of Initiation</i></u>
<b>Essential Question</b>	What values of society are expressed through archetypal characters and patterns?	What power do words have over individuals and societies?	What is an ideal society?	How does literature reflect the universal experience of man?	How do authors explore equity and disparity through literature?	How does society address universal issues such as rites of passage, traditions, and class structures?
<b>Writing Focus</b>	Narrative (Personal College Narrative) & Argument	Argument & Research	Informative / Explanatory	Informative / Explanatory & Research	Argument	(Teacher's Choice)
<b>Key Terms &amp; Skills</b>	Archetype, Allegory, Conflict (internal v. external), Myth, Characterization	Ethos, Pathos, Logos, Satire, Analogy, Figurative Language, Point of View, Conflict	Utopia, Diction, Paradox, Political Systems	Alienation, Isolation, Structure, Theme	Ethics, Oppression, Tolerance, Multiculturalism, Parallelism	Bildungsroman, Identity, The Quest, Symbolism, Metaphor, Mood
<b>Standard</b>	RL: 3 RI 2, 3, 5, 6 W: 3 a-e SL:4, 4a L 1a, 1b	RL: 5, 6 RI: 2 W: 1 a-f, 7, 8, 9 L: 3 SL 3, 4, 6	RL: 2, RI: 7, 8, 9 W: 2 a-f, 9 L4a, 4b SL 1	RL:2, 3, 5, 7 RI: 3 W: 2 a-f, 7, 8, 9 L3	RL: 2, 3 RI: 2, 6 W: 1 a-f L2a, 5a, 5b SL 2	RL: 2, 3, 6 RI: 5 W: 1 or 2 or 3 SL 4b, 5
<b>Revolving Standards:</b>	RL 1, 4, 10 RI 1, 4, 10 L 1b, 2b, 4c, 4d SL 1, 6					

<p><b>ELD Connections</b></p>	<p>(<b>RL 12.3</b>) I.B.6.  (<b>RI 12.2</b>) I.B.6.  (<b>RI 12.3</b>) I.B.6.  (<b>RI 12.5</b>) I.B.6.; I.B.8.; I.C.12.; II.A.1.; II.A.2.; II.B.3.; II.B.4.  (<b>RI 12.6</b>) I.B.6.; I.B.7.  (<b>W 12.3</b>) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>SL 12.4</b>) I.A.3.; I.C.9.; I.C.12.; II.A.1.; II.C.6.; II.C.7  (<b>L 12.1</b>) I.A.4.; I.B.5.; I.B.6.; I.C.9.; I.C.10.; I.C.11.; I.C.12.; II.A.2.; II.B.3.; II.B.4.; II.C.6.; II.C.7.</p>	<p>(<b>RL 12.5</b>) I.B.6.; I.B.7.; I.B.8.; II.A.1.  (<b>RL 12.6</b>) I.B.6.  (<b>RI 12.2</b>) I.B.6.  (<b>W 12.1</b>) I.A.3.; I.C.10.; I.C.11.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>W 12.7</b>) I.C.10.  (<b>W 12.8</b>) I.C.10.  (<b>W 12.9</b>) I.C.10.; I.C.11.  (<b>L 12.3</b>) I.A.1.; I.A.2.I.A.3.; I.A.4.; I.B.5.; I.B.6.; I.B.7.; I.B.7.; I.B.8.; I.C.9.; I.C.10.; I.C.11.; I.C.12.; II.A.1.; II.A.2.; II.B.3.; II.B.4.; II.B.5.; II.C.6.; II.C.7.  (<b>SL 12.3</b>) I.B.5.; I.B.7.; I.B.8.  (<b>SL 12.4</b>) I.A.3.; I.C.9.; I.C.12.; II.A.1.; II.C.6.; II.C.7.  (<b>SL 12.6</b>) I.A.1.; I.A.3.; I.A.4.; I.B.5.; I.C.9.; I.C.12.; II.B.3.; II.B.4.; II.B.5.; II.C.6.; II.C.7.</p>	<p>(<b>RL 12.2</b>) I.B.6.  (<b>RI 12.7</b>) I.B.6.  (<b>RI 12.8</b>) I.B.6.; I.B.7.  (<b>RI 12.9</b>) I.B.6.; I.B.7.  (<b>W 12.2</b>) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>W 12.9</b>) I.C.10.; I.C.11.  (<b>L 12.4</b>) I.C.10.; II.A.2.; II.B.3.; II.B.4.; II.B.5.; II.C.6.; II.C.7.  (<b>SL 12.1</b>) I.A.1.; I.A.3.; I.B.5.</p>	<p>(<b>RL 12.2</b>) I.B.6.  (<b>RL 12.3</b>) I.B.6.  (<b>RL 12.5</b>) I.B.6.; I.B.7.; I.B.8.; II.A.1.  (<b>RL 12.7</b>)  (<b>RI 12.3</b>) I.B.6.  (<b>W 12.2</b>) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>W 12.7</b>) I.C.10.  (<b>W 12.8</b>) I.C.10.  (<b>W 12.9</b>) I.C.10.; I.C.11.  (<b>L 12.3</b>) I.A.1.; I.A.2.I.A.3.; I.A.4.; I.B.5.; I.B.6.; I.B.7.; I.B.7.; I.B.8.; I.C.9.; I.C.10.; I.C.11.; I.C.12.; II.A.1.; II.A.2.; II.B.3.; II.B.4.; II.B.5.; II.C.6.; II.C.7.</p>	<p>(<b>RL 12.2</b>) I.B.6.  (<b>RL 12.3</b>) I.B.6.  (<b>RI 12.2</b>) I.B.6.  (<b>RI 12.6</b>) I.B.6.; I.B.7.  (<b>W 12.1</b>) I.A.3.; I.C.10.; I.C.11.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>L 12.2a</b>) I.C.10.; I.C.11.  (<b>L 12.5</b>) I.B.7.; I.B.8.; I.C.10.; I.C.12.; II.B.4.; II.A.2.; II.B.3.; II.B.5.;  (<b>SL 12.2</b>) I.A.2.; I.B.6.</p>	<p>(<b>RL 12.2</b>) I.B.6.  (<b>RL 12.3</b>) I.B.6.  (<b>RL 12.6</b>) I.B.6.  (<b>RI 12.5</b>) I.B.6.; I.B.8.; I.C.12.; II.A.1.; II.A.2.; II.B.3.; II.B.4.  (<b>W 12.1</b>) I.A.3.; I.C.10.; I.C.11.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>W 12.2</b>) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>W 12.3</b>) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7.  (<b>SL 12.4</b>) I.A.3.; I.C.9.; I.C.12.; II.A.1.; II.C.6.; II.C.7.  (<b>SL 12.5</b>) I.C.9.</p>
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## 11<sup>th</sup> and 12<sup>th</sup> Grade Revolving Standards

		ELA Standards	End of Unit Targets
Reading		<p><b>Literature 1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can cite strong and thorough textual evidence to support analysis.</li> <li>• I can cite specific material from the text, draw inferences from the text, and determine where the text leaves matters uncertain.</li> </ul>
		<p><b>Literature 4:</b> 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.)</p>	<ul style="list-style-type: none"> <li>• I can use text to determine the meaning of words and phrases.</li> <li>• I can determine an author's tone through analysis of word choice.</li> <li>• I can determine the figurative and connotative meaning of words and phrases.</li> </ul>
		<p><b>Literature 10:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can read and comprehend difficult texts with some help when needed.</li> <li>• I can read and comprehend difficult texts independently and proficiently.</li> </ul>
		<p><b>Informational 1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can cite strong and thorough textual evidence to support analysis.</li> <li>• I can cite specific material from the text, draw inferences from the text, and determine where the text leaves matters uncertain.</li> </ul>
		<p><b>Informational 4:</b> 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). <u>(See grades 11-12 Language standards 4-6 for additional expectations.)</u></p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases.</li> <li>• I can determine the figurative and connotative meaning of words and phrases.</li> <li>• I can analyze how an author can refine the meaning of key terms in a text.</li> </ul>

	<p><b>Informational 10:</b> 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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• I can read and comprehend literary nonfiction with some help when needed.</li> <li>• I can read and comprehend literary nonfiction independently and proficiently.</li> </ul>
<b>Writing</b>	<p><b>Writing 4:</b> 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.)</p>	<ul style="list-style-type: none"> <li>• I can develop, organize, and create clear and coherent writing in multiple genres.</li> <li>• I can write pieces that are appropriate to task, purpose, and audience.</li> </ul>
	<p><b>Writing 5:</b> 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 on page 54.)</p>	<ul style="list-style-type: none"> <li>• I can use multiple techniques of editing and revision to develop writing pieces with purpose.</li> </ul>
	<p><b>Writing 6:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can use technology to produce, publish and update individual writing products in response to ongoing feedback, including new arguments or information.</li> <li>• I can use technology to produce, publish and update shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>
	<p><b>Writing 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>• I can draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
	<p><b>a.</b> Apply grade 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”).</p>	<ul style="list-style-type: none"> <li>• I can write about how two different texts treat a similar theme or topic.</li> </ul>

	<p><b>b.</b> Apply grade 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 legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purpose, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential speeches]”).</p>	<ul style="list-style-type: none"> <li>• I can write an evaluation of the reasoning in seminal U.S. texts.</li> </ul>
	<p><b>Writing 10:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can write over extended and shorter time frames for a range of purposes and tasks.</li> </ul>
<b>Speaking and Listening</b>	<p><b>Speaking and Listening 1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led).</li> <li>• I can initiate and participate with diverse partners on grade 11-12 topics, texts, and issues.</li> <li>• I can initiate and participate in discussions and build on others’ ideas.</li> <li>• I can initiate and participate in discussions and express my own ideas clearly and persuasively.</li> </ul>
	<p><b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can come to class prepared, having read and researched the material.</li> <li>• I can use my reading and research as evidence for a thoughtful, well-reasoned class discussion.</li> </ul>
	<p><b>b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<ul style="list-style-type: none"> <li>• I can work with peers to help create a civil and democratic discussion and promote decision making.</li> <li>• I can work with peers to set clear goals, deadlines, and establish individual roles.</li> </ul>
	<p><b>c.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can pose and respond to questions that examine reasoning and evidence.</li> <li>• I can listen to a variety of positions on a topic or issue.</li> <li>• I can clarify, verify, or challenge ideas and conclusions.</li> <li>• I can promote differing and creative perspectives.</li> </ul>

	<p><b>d.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can respond thoughtfully to diverse perspectives.</li> <li>• I can blend comments, claims, and evidence made on all sides of an issue.</li> <li>• I can use research to provide additional information to investigate, resolve contradictions, and complete the task.</li> </ul>
	<p><b>Speaking and Listening 6:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>• I can change my speech depending on my audience, situation and task.</li> <li>• I can demonstrate that I know how to use English properly.</li> </ul>
<b>Language</b>	<p><b>Language 3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can understand how language functions in different contexts.</li> <li>• I can make choices in language to understand reading or listening.</li> </ul>
	<p><b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can use a variety of references to understand syntax (sentence fluency) when reading complex texts.</li> </ul>
	<p><b>Language 4:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of unknown and multiple-meaning words.</li> </ul>
	<p><b>a.</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.</p>	<ul style="list-style-type: none"> <li>• I can use the strategy of context clues to determine the meaning of words.</li> </ul>
	<p><b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<ul style="list-style-type: none"> <li>• I can use understanding of the parts of speech to indicate different meanings of words.</li> </ul>
	<p><b>b.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can use print and digital references to determine the pronunciation, precise meaning, part of speech, etymology, and standard use of words.</li> </ul>

<p><b>d.</b> 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).</p>	<ul style="list-style-type: none"> <li>• I can check context or reference materials to verify the meaning of a word.</li> </ul>
<p><b>L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>• I can demonstrate an understanding of figurative language, word relationships, and the distinction in word meanings.</li> </ul>
<p><b>a.</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<ul style="list-style-type: none"> <li>• I can identify figures of speech in the text.</li> <li>• I can analyze the impact of figures of speech in the text.</li> </ul>
<p><b>b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• I can analyze the nuances (tone) in the meaning of words with similar meanings.</li> </ul>
<p><b>L6:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can gather and use academic words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.</li> <li>• I can independently determine a word or phrase's importance.</li> </ul>

## Writing Scaffolding Chart

Word count goal per semester:

7th	8th	9th	10th	11th	12th
2000	3000	4000	5000	6000	7000

Daily Writing/ CFU	Writing Assignments/ Tasks	Identify Structure/ Domains	Suggested Scaffolding	Strategies Integrated	Common Core Focus	Revision/ Editing Strategies	Writing Terms (Handbook)
<ul style="list-style-type: none"> <li>● Entrance Slips</li> <li>● Quick Writes</li> <li>● Exit Slips</li> <li>● Short Sentence Answers</li> <li>● Paragraph Responses In-class</li> <li>● Journal (edited)</li> <li>● Prior Knowledge</li> <li>● KWL</li> <li>● Fast Food Thought</li> </ul>	<ul style="list-style-type: none"> <li>● Sentences/ Paragraphs</li> <li>● Narrative</li> <li>● Argument</li> <li>● Expository</li> <li>● Full-Process Essay</li> <li>● In-Class Essay</li> <li>● Test w/ Essay Response</li> <li>● Research</li> <li>● Speech</li> <li>● Critiquing/ Analysis</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative Description</li> <li>● Thesis/ Support</li> <li>● Argument</li> <li>● Cause/ Effect</li> <li>● Problem/ Solution</li> <li>● Sequence/ Order</li> <li>● Division/ Analysis</li> <li>● Compare/ Contrast</li> <li>● Reflection</li> <li>● Business</li> </ul>	<ul style="list-style-type: none"> <li>● Create Terminology</li> <li>● Essay Elements</li> <li>● Writing Devices</li> <li>● 4 Sentence Types</li> <li>● Sentence Practice</li> <li>● Paragraph Practice: Introductions Bodies Final Thoughts</li> <li>● Techniques</li> <li>● Group Work: Paragraphs Class-Generated Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize</li> <li>● Paraphrase</li> <li>● Integrate Quotations</li> <li>● Signal Phrase</li> <li>● Parenthetical Documentation</li> <li>● Appeals</li> <li>● Fallaces</li> <li>● Works Cited</li> </ul>	<ul style="list-style-type: none"> <li>● MLA/ Formatting</li> <li>● Academic Language</li> <li>● 3 Discourses</li> <li>● Emphasis on Informational and Argumentative Writing</li> <li>● Content Rich Non-Fiction</li> <li>● Staircase Complexity</li> <li>● Writing from Sources</li> </ul>	<ul style="list-style-type: none"> <li>● Revise vs Edit</li> <li>● Backwards</li> <li>● Read Aloud</li> <li>● Cutup Paragraphs</li> <li>● All Lines</li> <li>● Peer Edit</li> <li>● Rough Draft</li> <li>● Final Draft</li> </ul>	<p>Terms to Emphasize:</p> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Theses</li> <li>● Topic Sentences</li> <li>● Claims</li> <li>● Paragraphing Strategies</li> <li>● Focus</li> <li>● Coherence</li> <li>● Unity</li> <li>● Transitions</li> <li>● Cueing</li> <li>● Verbs</li> <li>● Academic Diction</li> </ul>



<ul style="list-style-type: none"> <li>● 1-Page Holistically Graded Essay</li> <li>Introduction</li> <li>Body</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Letter Writing: <ul style="list-style-type: none"> <li>Explaining</li> <li>Analyzing</li> <li>Evaluating</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● Individual Mini Essays: <ul style="list-style-type: none"> <li>#1 essay 150</li> <li>#2 essay 250</li> <li>#3 essay 350</li> </ul> </li> <li>(Use appropriate staircasing)</li> <li>● Full-Process Essay</li> <li>● In-Class Essay</li> <li>● Test Essay</li> <li>● Research/ Informational</li> </ul>		<ul style="list-style-type: none"> <li>● Citing Textual Evidence</li> <li>● Pair/Group Collaboration</li> <li>● Real-World Issues</li> </ul>		<ul style="list-style-type: none"> <li>● Examples</li> <li>● Evidence: <ul style="list-style-type: none"> <li>Studies</li> <li>Experts</li> <li>Statistics</li> <li>Facts</li> <li>Quotations</li> </ul> </li> <li>● Concrete Details</li> <li>● Commentary</li> <li>● Echo Words</li> <li>● Circular Connection (Topic sentences and paragraphs final lines must connect implicitly or explicitly to ensure coherence)</li> <li>● Cohesion Strategies</li> </ul>
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#### Notes and Clarifications

- 1) Most CFUs and Terms can be found in the Writing and Literacy Handbook.
- 2) The scaffolding of the essays (150, 250, 350) can be adjusted to fit the students' ability.
- 3) The Writing Scaffolding Chart is an overview, but not a formula: Teachers use what work for their students' abilities.
- 4) This represents an overview, a menu. Scaffolding Chart and Terms are not specifically tailored for a grade level--except the word count.

<b>Instructional Strategies</b>			
I Do – We Do – Partners/Groups Do – You Do Model – Guided Practice – Partner – Independent			
Reminders for Instruction and Strategies			
<b>Systematic Instruction</b> <ul style="list-style-type: none"> <li>Focused on critical content, skills, strategies, and concepts are sequenced logically</li> <li>Break down complex skills</li> <li>Lessons are organized and focused</li> <li>Instructional routines are used</li> <li>Examples and non-examples</li> <li>Step-by-step instruction</li> </ul>	<b>First Instruction and Review</b> <ul style="list-style-type: none"> <li>Adequate initial practice</li> </ul> <p><b>NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers.</b></p> <ul style="list-style-type: none"> <li>Distributed practice—frequent exposure to content/skill throughout cluster and year</li> <li>Cumulative review-- Use benchmark to determine areas of need</li> <li>Teach to mastery</li> </ul>	<b>Engaging Instruction</b> WHB Chapter 11 “Engagement Strategies” <ul style="list-style-type: none"> <li>Increasing opportunities to respond</li> <li>Explicit vocabulary instruction</li> <li>Feedback</li> <li>Instructional grouping</li> <li>Acquire- Auto- Apply (Learn/Acquire skill, build the skill to automaticity, apply the skill).</li> </ul>	
<b>Increasing Opportunities to Respond</b>		<b>Explicit Vocabulary Instruction</b>	
<b>Reading Strategies</b> WHB Chapter 7 “Reading and Annotation Strategies...” <ul style="list-style-type: none"> <li>Model: All students track as teacher reads the passage. Teacher emphasizes reading in phrases with expression.</li> <li>Choose this strategy when text contains dialogue, advanced punctuation or other content that makes it more difficult for students.</li> <li>Echo Reading: The teacher reads a sentence fluently and immediately the students read it back to the teacher.</li> <li>Close Reading: WHB pp. chapter 7</li> <li>Choral Reading: Students and the teacher read together aloud as all students are tracking.</li> <li>Cloze Reading: Teacher reads and pauses at a word (focused vocabulary words) and student read the word.</li> <li>Partner: Partner A reads a sentence/paragraph and Partner B reads a sentence/paragraph. Students track as their partner reads.</li> </ul>		<b>Introduce the Word</b> <ul style="list-style-type: none"> <li>Teacher says the word</li> <li>All students repeat the word</li> <li>Teacher gives a student friendly definition</li> <li>All students repeat the definition or write it down</li> <li>Repeat above steps as necessary</li> </ul> <b>Demonstrate</b> <ul style="list-style-type: none"> <li>Teacher provides several examples</li> <li>Teacher provides a non-example</li> <li>Repeat above steps as necessary</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Teacher provides a sentence frame for the students</li> <li>Students use the frame to write a sentence with the word</li> <li>Student shares sentence with a partner</li> <li>Teacher call on non-volunteers to share sentence (This provides a CFU for lesson modification.</li> <li>Repeats step as necessary</li> </ul>	
<b>Feedback</b> Corrective and Affirmative Timely and Frequent Specific and Reinforcing	<b>Speaking and Listening-</b> WHB Chapter 9 “Sentence Frames...” Partners Give-One Get- One Four Corners Numbered Heads Student prepares notes to share in group Speaking rubric	<b>CFU</b> Do the students understand the skill/concept you are teaching? If not, stop to review/re-teach. If yes, continue with lesson or skip ahead.	<b>Engagement</b> Are the students actively participating in the lesson.
		WHB: Chapter 10	WHB Chapter 11

# 12<sup>th</sup> Grade Cluster 1 Theme: Archetypes in Life and Literature

\*MLA citation should be taught throughout all clusters

Literary Texts Majority of texts to be from Holt			Informational Texts Majority of texts to be from Holt	
<p><b>Select at least one of the following text:</b></p> <p><u>Suggested Literature:</u></p> <ul style="list-style-type: none"> <li>• <i>Beowulf</i> (p. 21,33)</li> <li>• Excerpt: <i>Grendel</i> (p. 29)</li> <li>• <i>The Canterbury Tales</i> (p.120)</li> <li>• <i>Gilgamesh</i> retold by Herbert Mason: Epic (p. 46)</li> <li>• <i>Illiad</i> (p. 55)</li> <li>• from “The Seafarer” Anonymous Anglo Saxon: Poem (p. 82)</li> <li>• <i>Dante’s Inferno</i>(Cantos I-XI, XXXI-XXXIV)</li> <li>• Fury of the Northmen (p. 39)</li> <li>• from The Third Voyage of Sindbad the Sailor (p. 180)</li> <li>• from The Day of Destiny (p. 194)</li> </ul> <p><u>Optional Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• <i>Antigone</i> by Sophocles</li> </ul> <p>*These are suggested titles for the theme. *These do not have to be taught here.</p>			<p><b>Required ERWC:</b> “Rhetoric of the Op-Ed Page”</p> <p><b>Select at least one of the following text:</b></p> <p><u>Suggested Informational:</u></p> <ul style="list-style-type: none"> <li>• Essay on Man by Alexander Pope (p. 449)</li> <li>• Carl Jung: Archetypes</li> <li>• <a href="http://www.carljung.net/archetypes.html">http://www.carljung.net/archetypes.html</a></li> <li>• Excerpt from Joseph Campbell and the Power of Myth with Bill Moyers</li> <li>• <a href="http://www.whidbey.com/parrott/moyers.html">http://www.whidbey.com/parrott/moyers.html</a></li> </ul>	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Narrative (College Statement)/Argument	
			ELD Connections	
What values of society are expressed through archetypal characters and patterns?	<p>* How have our definitions of archetypal characters shifted according to our evolving cultural values?</p> <p>* How do archetypal characters embody specific values?</p>	<p>Archetype</p> <p>Allegory</p> <p>Conflict (internal v. external)</p> <p>Myth</p> <p>Characterization</p> <p>Hero’s Journey</p>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><b>Collaborative (part IA)</b></p> <p>Support opinions and persuade others</p> <p>Adapt language choices</p> <p><b>Interpretive Part IB)</b></p> <p>Listen actively</p> <p>Read/view text closely</p>	<p><b>English Works</b></p> <p><b>Structuring Cohesive Texts (part IIA)</b></p> <p>Understand text structures</p> <p>Understand cohesion</p> <p><b>Expanding and Enriching Idea</b></p>

	<p>* How do archetypes personify human character traits?          * How do these characters or themes inform us today in the context of current events, technologies, cultures?          * What are the characteristics and values of an archetypal character? (e.g. Beowulf v. real or literary heroes of today)</p>		<p>Evaluate language choices          Analyze language choices  <b>Productive (part IC)</b>          Present          Write longer and more complex pieces          Justify/Argue          Select language resources</p>	<p><b>(part IIB)</b>          Use a variety of verbs and verb phrases          Expand noun phrases to enrich meaning  <b>Connecting and Condensing Ideas part IIC)</b>          Combine clauses in a variety of ways to make connections          Condense ideas in a variety of ways</p>
<b>ELA Core Standards</b>			<b>End of Unit Targets</b>	
<b>The following standards are taught in each unit throughout the year: RL 1,4,10; RI 1,4,10</b>				
<b>Reading</b>	<p><b>Literature 12.3:</b> Analyze the impact of author’s choices regarding how to develop and relate elements of story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>	<ul style="list-style-type: none"> <li>• I can analyze how the author's choices impact the development of a story or drama.</li> </ul>		
	<p><b>Informational 12.2:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can determine two or more central ideas of a text.</li> <li>• I can examine the central ideas of the text and how they interact together to provide meaning.</li> <li>• I can summarize the text.</li> </ul>		
	<p><b>Informational 12.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can understand the sequence and development of individuals, ideas, and events.</li> <li>• I can understand that individuals, ideas, and events can interact and develop over the course of a text.</li> </ul>		

	<b>Informational 12.5:</b> 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.	<ul style="list-style-type: none"> <li>• I can analyze and evaluate the effectiveness of the author's structure.</li> <li>• I can analyze and evaluate use of structure in creating a clear, convincing, and engaging text.</li> </ul>
	<b>Informational 12.6:</b> 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.	<ul style="list-style-type: none"> <li>• I can determine an author's point of view or purpose in which rhetoric is particularly effective.</li> <li>• I can analyze how a text's style and content contribute to the power, persuasiveness, or aesthetics of a text.</li> </ul>
<b>The following standards are taught in each unit throughout the year: W 4,5,6,9,10</b>		
<b>*MLA citation should be taught throughout all clusters</b>		
<b>Writing</b>	<b>Writing 12.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> <li>• I can write narratives that develop real or imagined experiences or events.</li> <li>• I can use effective technique, well-chosen details, and well-structured event sequences to write my narrative.</li> </ul>
	<b>a.</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<ul style="list-style-type: none"> <li>• I can create a problem, situation, or observation that is engaging and communicate its importance to the reader.</li> <li>• I can establish one or more points of view and introduce a narrator and/or characters.</li> <li>• I can create a smooth progression of experiences or events.</li> </ul>
	<b>b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.	<ul style="list-style-type: none"> <li>• I can use narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters.</li> </ul>
	<b>c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build towards a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	<ul style="list-style-type: none"> <li>• I can use a variety of techniques to sequence events that build on one another to create a meaningful whole and build toward a particular tone and outcome.</li> </ul>
	<b>d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<ul style="list-style-type: none"> <li>• I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the events, setting, and/or characters.</li> </ul>

	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> <li>I can write a conclusion that reflects on what is experienced and resolved over the course of the narrative.</li> </ul>
	<b>Writing 12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>See cluster 2 for the entire standard</i>	<ul style="list-style-type: none"> <li>I can write an argument using valid reasoning with relevant and sufficient evidence.</li> </ul>
<ul style="list-style-type: none"> <li><b>The following standards are taught in each unit throughout the year: SL 1,6</b></li> </ul>		
<b>Speaking and Listening</b>	<b>Speaking and Listening 12.4:</b> 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 or formal and informal tasks.	<ul style="list-style-type: none"> <li>I can present the information and supporting evidence to convey a clear point of view.</li> <li>I can present information so that listeners can follow my line of reasoning.</li> <li>I can use appropriate organization, development, substance, and style to establish a purpose and audience.</li> </ul>
	a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.	<ul style="list-style-type: none"> <li>I can present a narrative which uses narrative technique and makes a comparison between a specific event and a broader theme.</li> </ul>
<ul style="list-style-type: none"> <li><b>The following standards are taught in each unit throughout the year: L 1b, 2b,4c,4d, 6</b></li> </ul>		
<b>Language</b>	<b>Language 12.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>I can correctly use standard English convention, grammar, and usage in writing and speaking.</li> </ul>
	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>I can understand that usage changes throughout time and apply it appropriately.</li> </ul>
	b. Resolve issues of complex or contested usage, consulting references as needed.	<ul style="list-style-type: none"> <li>I can use references to resolve issues of complex and contested usage.</li> </ul>

**Resources:**ELA SharePoint- <http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx>**Writers Handbook:**

Chapter 2: Grammar: 30 Errors  
Chapter 3: Figurative Language and Rhetorical Terms  
Chapter 4: Literary Terms  
Chapter 6: Writing Terms  
Chapter 9: Sentence Frames & Response Frames  
Chapter 10: Check for Understanding (CFU)  
Chapter 11: Engagement Strategies  
Chapter 15: Three Discourses: Characteristics of Discourses  
Chapter 16: Writing Domains  
Chapter 17: Three Stages in the writing Process  
Chapter 18: Model Essays 1) Narrative 2) Informative 3) Argument

**Holt Grammar Handbook:**

Chapter 11: A Glossary of Usage  
Chapter 16: Correcting Common Errors  
Chapter 17: Writing Clear Sentences  
Chapter 18: Combining Sentences  
Chapter 19: Improving Sentence Style

## 12<sup>th</sup> Grade Cluster 2 Theme: Power of Words

*In this unit students will have an overview of the power of words through reading and writing. Students will learn terms and skills for argument, informative/explanatory, and narrative writing and produce short samples of all three areas of writing focus.*

\*MLA citation should be taught throughout all clusters

<b>Literary Texts</b> Majority of texts to be from Holt			<b>Informational Texts</b> Majority of texts to be from Holt	
<b>Select at least one of the following text:</b>  <u>Suggested Literature:</u> <ul style="list-style-type: none"> <li>• “The Passionate Shepherd to His Love” (p. 259)</li> <li>• “The Nymph’s Reply to the Shepherd” (p. 261)</li> <li>• “To His Coy Mistress” by Andrew Marvell (p. 267)</li> <li>• from <i>The Rape of the Lock</i> (p. 453)</li> <li>• from “An Essay on Man” (p. 449)</li> <li>• from “The Pilgrim’s Progress” (p. 384)</li> <li>• “To the Ladies” (p. 494)</li> </ul>			<b>Select at least one of the following text:</b>  <u>Suggested Informational:</u> <ul style="list-style-type: none"> <li>• “Of Studies” (p. 325)</li> <li>• “Tilbury Speech” by Queen Elizabeth I (p. 330)</li> <li>• from “Female Orations”(p. 332)</li> <li>• “A Modest Proposal” (p. 430)</li> <li>• “The Sting of Satire”</li> <li>• from “A Vindication of the Rights of Woman” (p. 487)</li> <li>• from “The Education of Women” (p. 495)</li> </ul>	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Argument/Research (argument or informative)	
			ELD Connections	
What power do words have over individuals and societies?	<ul style="list-style-type: none"> <li>• What are the purposes of communication?</li> <li>• How does the ability to communicate affect our social, economic, and academic opportunities?</li> <li>• What are the components of effective rhetoric and literary expression?</li> <li>• In what ways does academic language foster and convey clear, analytical, critical thinking in all subject areas?</li> <li>• How does language evolve over time?</li> </ul>	Rhetoric Logos Ethos Pathos Diction Satire Irony Figurative Language Tone Structure Allusion Analogy Argument Propaganda	<b>Part I: Interacting in Meaningful Ways</b> <b>Collaborative (part IA)</b> Exchange Information/ideas Interact via written English Support opinions and persuade others Adapt language choices <b>Interpretive Part IB)</b> Listen actively Read/view text closely Evaluate language choices Analyze language choices <b>Productive (part IC)</b> Present Write longer and more complex pieces Justify/Argue Select language resources	<b>English Works Structuring Cohesive Texts (part IIA)</b> Understand text structures Understand cohesion <b>Expanding and Enriching Idea (part IIB)</b> Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Modify sentences to add detail <b>Connecting and Condensing Ideas part IIC)</b> Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways



ELA Core Standards		End of Unit Targets
<ul style="list-style-type: none"> <li>The following standards are taught in each unit throughout the year: <b>RL 1,4,10; RI 1,4,10</b></li> </ul>		
Reading	<p><b>Literature 12.5:</b> 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.</p>	<ul style="list-style-type: none"> <li>I can examine how the author chooses to structure the text.</li> <li>I can determine how the structure contributes to the meaning of the text.</li> <li>I can evaluate the style of the text and how it adds to the meaning of the text.</li> </ul>
	<p><b>Literature 12.6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<ul style="list-style-type: none"> <li>I can understand a text's point of view that uses satire, sarcasm, irony, or understatement.</li> </ul>
	<p><b>Informational 12.2:</b> 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.</p>	<ul style="list-style-type: none"> <li>I can determine two or more central ideas of a text.</li> <li>I can examine the central ideas of the text and how they interact to provide meaning.</li> <li>I can summarize the text.</li> </ul>
<ul style="list-style-type: none"> <li>The following standards are taught in each unit throughout the year: <b>W 4,5,6,9,10</b></li> <li><b>MLA citation should be taught through all clusters</b></li> </ul>		
Writing	<p><b>Writing 12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>I can write an argument using valid reasoning with relevant and sufficient evidence.</li> </ul>
	<p><b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>I can identify significant and opposing arguments.</li> <li>I can logically sequence claims, counterclaims, reasons, and evidence.</li> </ul>
	<p><b>b.</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.</p>	<ul style="list-style-type: none"> <li>I can develop claims and counterclaims with relevant evidence.</li> <li>I can identify the strengths and limitations of claims and counterclaims while anticipating the audience's knowledge level, concerns, values, and possible biases.</li> </ul>
	<p><b>c.</b> Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p>	<ul style="list-style-type: none"> <li>I can use rhetorical devices when I write an argumentative essay.</li> </ul>

	<b>d.</b> 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.	<ul style="list-style-type: none"> <li>I can use syntax to clarify the relationships among my claims, reasons, and counterclaims.</li> </ul>
	<b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> <li>I can use appropriate style and tone to create a written product.</li> <li>I can use correct and appropriate conventions in my writing.</li> </ul>
	<b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> <li>I can provide a concluding statement that supports my argument.</li> </ul>
	<b>Writing 12.7:</b> Conduct (short as well as) <u>more sustained</u> 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.	<ul style="list-style-type: none"> <li>I can answer a question (including self-generated) or solve a problem through short as well as sustained research.</li> <li>I can narrow or broaden inquiry when appropriate and combine multiple sources to demonstrate my understanding of the topic.</li> </ul>
	<b>Writing 12.8:</b> 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 over-reliance on any one source and following a standard format for citation.	<ul style="list-style-type: none"> <li>I can determine authoritative and accurate sources from inferior sources and identify the strengths and weaknesses of each source.</li> <li>I can use a variety of print and digital sources and use advanced searches effectively.</li> <li>I can identify the task, purpose, and audience of my research.</li> <li>I can include balanced research information smoothly into my piece.</li> <li>I can understand the difference between plagiarism and my own work and cite my sources in a standard citation format.</li> </ul>
	<b>Writing 12.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<b>The following standards are taught in each unit throughout the year: SL 1,6</b>		
<b>Speaking and Listening</b>	<b>Speaking and Listening 12.3:</b> 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.	<ul style="list-style-type: none"> <li>I can evaluate how a speaker uses evidence, reasoning, point of view, and rhetoric.</li> <li>I can evaluate the speaker's stance, premises, word choice, connections among ideas, points of emphasis, and tone used.</li> </ul>
	<b>Speaking and Listening 12.4:</b> 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.	<ul style="list-style-type: none"> <li>I can present the information and supporting evidence to convey a clear point of view.</li> <li>I can present information so that listeners can follow my line of reasoning.</li> <li>I can use appropriate organization, development, substance, and style to establish a purpose and audience.</li> </ul>

	<b>Speaking and Listening 12.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>I can change my speech depending on the audience, situation, and task.</li> <li>I can demonstrate that I know how to use English effectively.</li> </ul>
<b>The following standards are taught in each unit throughout the year: L1b,2b,4c,4d, 6</b>		
<b>Language</b>	<b>Language 12.3:</b> 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.	<ul style="list-style-type: none"> <li>I can understand how language functions in different contexts.</li> <li>I can make choices in language to understand reading or listening.</li> </ul>
	<b>a.</b> Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<ul style="list-style-type: none"> <li>I can use a variety of references to understand syntax (sentence fluency) when reading complex texts.</li> </ul>
<b>Resources:</b> <a href="http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx">http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx</a>		
	<b>Writers Handbook:</b> Chapter 2: Grammar: 30 Errors Chapter 3: Figurative Language and Rhetorical Terms Chapter 4: Literary Terms Chapter 6: Writing Terms Chapter 9: Sentence Frames & Response Frames Chapter 10: Check for Understanding (CFU) Chapter 11: Engagement Strategies Chapter 15: Three Discourses: Characteristics of Discourses Chapter 16: Writing Domains Chapter 17: Three Stages in the writing Process Chapter 18: Model Essays 1) Narrative 2) Informative 3) Argument	<b>Holt Grammar Handbook:</b> Chapter 17: Writing Clear Sentences Chapter 18: Combining Sentences Chapter 19: Improving Sentence Style

# 12<sup>th</sup> Grade Cluster 3 Theme: The Quest for Utopia

\*MLA citation should be taught throughout all clusters

Literary Texts Majority of texts to be from Holt			Informational Texts Majority of texts to be from Holt	
<p><b>Select at least one of the following text:</b></p> <p><u>Suggested Literature:</u></p> <ul style="list-style-type: none"> <li>• “The Fall of Satan” from <i>Paradise Lost</i> (p. 367)</li> <li>• “Don Quixote” (p. 474)</li> <li>• “How Much Land Does a Man Need” (p. 751)</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• “Lady of Shalott” (p. 697)</li> </ul> <p><u>Optional Supplemental Material:</u></p> <ul style="list-style-type: none"> <li>• <i>The Lord of the Flies</i></li> <li>• <i>1984</i></li> <li>• <i>The Awakening</i></li> <li>• <i>Metamorphosis</i></li> </ul> <div style="margin-left: 200px;"> <p>*These are suggested titles for the theme.</p> <p>*These do not have to be taught here.</p> </div>			<p><b>Required ERWC: “Juvenile Justice”</b></p>	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Informative/Explanatory	
			ELD Connections	
<p>What is an ideal society?</p>	<ul style="list-style-type: none"> <li>• What drives us to seek a utopian society?</li> <li>• Is utopia attainable? At what cost?</li> <li>• What is the “good life?”</li> <li>• Has the concept of “utopia” changed over time or across cultures and societies?</li> <li>• Why do dystopian societies emerge?</li> <li>• Who benefits from technologies? What are the societal concerns?</li> <li>• Why do our attempts at building utopias fail?</li> <li>• How do we negotiate the</li> </ul>	<p>Utopia Diction Paradox Political Systems</p>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><b>Collaborative (part IA)</b> Exchange Information/ideas Support opinions and persuade others Adapt language choices</p> <p><b>Interpretive Part IB)</b> Read/view text closely Evaluate language choices</p> <p><b>Productive (part IC)</b> Write longer and more complex pieces Justify/Argue</p>	<p><b>Part 2: Learning About How English Works</b></p> <p><b>Structuring Cohesive Texts (part IIA)</b> Understand text structures Understand cohesion</p> <p><b>Expanding and Enriching Idea (part IIB)</b> Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Modify sentences to add detail</p>

	<p>demands of development and responsible allocation of resources and environmental conservation?</p> <ul style="list-style-type: none"> <li>• How does science fiction reflect our innate desire for utopia?</li> </ul>			<p><b>Connecting and Condensing Ideas part IIC)</b>          Combine clauses in a variety of ways to make connections          Condense ideas in a variety of ways</p>
<b>ELA Core Standards</b>			<b>End of Unit Targets</b>	
<b>The following standards are taught in each unit throughout the year: RL 1,4,10; RI 1,4,10</b>				
<b>Reading</b>	<p><b>Literature 12.2:</b> 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.</p>		<ul style="list-style-type: none"> <li>• I can determine two or more themes of a text and analyze their development over the course of a text.</li> <li>• I can determine how texts interact and build on one another to produce a complex account.</li> <li>• I can provide an unbiased summary of the text.</li> </ul>	
	<p><b>Informational 12.7:</b> Integrate 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.</p>		<ul style="list-style-type: none"> <li>• I can evaluate multiple sources of information presented in different media or formats to solve a problem.</li> <li>• I can integrate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) to address a question or solve a problem.</li> </ul>	
	<p><b>Informational 12.8:</b> 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., <i>The Federalist</i>, presidential addresses).</p>		<ul style="list-style-type: none"> <li>• I can define and evaluate the reasoning used in influential U.S. texts that apply constitutional principles and legal reasoning.</li> <li>• I can define and evaluate the premises, purposes, and arguments used in government text.</li> </ul>	
	<p><b>Informational 12.9:</b> Analyze seventeenth-eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the <i>Preamble to the Constitution</i>, and <i>Bill of Rights</i>, and Lincoln’s <i>Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.</p>		<ul style="list-style-type: none"> <li>• I can analyze the themes, purposes, and rhetorical features used in important seventeenth-, eighteenth-, and nineteenth-century U.S. documents.</li> <li>• I can analyze U.S. documents for their historical and literary significance.</li> </ul>	

	<p><b>The following standards are taught in each unit throughout the year: W 4,5,6,9,10</b>  <b>*MLA citation should be taught throughout all clusters</b></p>	
<b>Writing</b>	<p><b>Writing 12.2:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>• I can effectively select, organize, and analyze content in my informative/explanatory writing.</li> </ul>
	<p><b>a.</b> Introduce a topic or <u>thesis statement</u> 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.</p>	<ul style="list-style-type: none"> <li>• I can introduce a topic, and build complex ideas and concepts to create an organized and unified whole.</li> <li>• I can use formatting, graphics and multimedia to aid comprehension when useful.</li> </ul>
	<p><b>b.</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.</p>	<ul style="list-style-type: none"> <li>• I can identify my audience and use relevant concrete details (facts, extended definitions, quotations, or other information) to develop the topic thoroughly.</li> </ul>
	<p><b>c.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can use appropriate and varied transitions and syntax (sentence fluency) to link major sections of the text.</li> <li>• I can create cohesion and clarify relationships, complex ideas, and concepts through the use of transitions.</li> </ul>
	<p><b>d.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> <li>• I can use precise word choice and relevant vocabulary to direct the reader through the topic.</li> <li>• I can use metaphor, simile, and analogy to direct the reader through the topic.</li> </ul>
	<p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> <li>• I can use correct and appropriate conventions in my writing.</li> </ul>
	<p><b>f.</b> 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).</p>	<ul style="list-style-type: none"> <li>• I can provide a concluding statement that supports the information or explanation presented.</li> <li>• I can use my conclusion to articulate the implication or significance of the topic.</li> </ul>
		<p><b>Writing 12.9:</b> Draw evidence from literary or information texts to support analysis, reflection and research.</p>

**The following standards are taught in each unit throughout the year: SL 1,6**

<b>Speaking and Listening</b>	<p><b>Speaking and Listening 12.1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led).</li> <li>• I can initiate and participate with diverse partners on grade 12 topics, texts, and issues.</li> <li>• I can initiate and participate in discussions and build on others’ ideas.</li> <li>• I can initiate and participate in discussions and express my own ideas clearly and persuasively.</li> </ul>
	<p><b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can come to class prepared, having read and researched the material.</li> <li>• I can use my reading and research as evidence for a thoughtful, well-reasoned class discussion.</li> </ul>
	<p><b>b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<ul style="list-style-type: none"> <li>• I can work with peers to help create a civil and democratic discussion and promote decision making.</li> <li>• I can work with peers to set clear goals, deadlines, and establish individual roles.</li> </ul>
	<p><b>c.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can pose and respond to questions that examine reasoning and evidence.</li> <li>• I can listen to a variety of positions on a topic or issue.</li> <li>• I can clarify, verify, or challenge ideas and conclusions.</li> <li>• I can promote differing and creative perspectives.</li> </ul>
	<p><b>d.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can respond thoughtfully to diverse perspectives.</li> <li>• I can blend comments, claims, and evidence made on all sides of an issue</li> <li>• I can use research to provide additional information to investigate, resolve contradictions, and complete the task.</li> </ul>

The following standards are taught in each unit throughout the year: L 1b,2b,4,5,6		
<b>Language</b>	<b>Language 12.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based <i>on grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> <li>I can determine, through a variety of strategies, the meaning of unknown and multiple meaning words.</li> </ul>
	<b>a.</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.	<ul style="list-style-type: none"> <li>I can use context to determine the meaning of a word or phrase.</li> </ul>
	<b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	<ul style="list-style-type: none"> <li>I can consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, development, or its standard usage.</li> </ul>
<b>Resources:</b> ELA SharePoint- <a href="http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx">http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx</a>		

<b>Writers Handbook:</b>	<p>Chapter 2: Grammar: 30 Errors</p> <p>Chapter 3: Figurative Language and Rhetorical Terms</p> <p>Chapter 4: Literary Terms</p> <p>Chapter 6: Writing Terms</p> <p>Chapter 9: Sentence Frames &amp; Response Frames</p> <p>Chapter 10: Check for Understanding (CFU)</p> <p>Chapter 11: Engagement Strategies</p> <p>Chapter 15: Three Discourses: Characteristics of Discourses</p> <p>Chapter 16: Writing Domains</p> <p>Chapter 17: Three Stages in the writing Process</p> <p>Chapter 18: Model Essays 1) Narrative 2) Informative 3) Argument</p>
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## 12<sup>th</sup> Grade Cluster 4 Theme: The Human Condition

MLA citation should be taught throughout all clusters

<b>Literary Texts</b> Majority of texts to be from Holt			<b>Informational Texts</b> Majority of texts to be from Holt	
<p><b>Select at least one of the following texts:</b></p> <p><u>Suggested Literature:</u></p> <ul style="list-style-type: none"> <li>• “A Valediction: Forbidding Mourning” (p. 305)</li> <li>• “Death Be Not Proud” (p. 313)</li> <li>• “Marriage is a Private Affair” (p. 931)</li> <li>• “The Rocking Horse Winner” (p. 969)</li> <li>• Shakespearean Sonnets (p. 278)</li> <li>• “Rime of the Ancient Mariner” (p. 581)</li> <li>• “Jade Flower Palace” (p. 632)</li> <li>• “Night Thoughts Afloat” (p. 633)</li> <li>• “To an Athlete Dying Young” (p. 727)</li> <li>• -“Hollowmen” (p. 828)</li> </ul> <p><u>Optional Supplemental:</u></p> <ul style="list-style-type: none"> <li>• Plato’s Republic</li> <li>• <i>Macbeth</i> (p. 295)</li> <li>• <i>Hamlet</i> (p. 292)</li> <li>• - <i>Othello</i></li> </ul> <div style="margin-left: 150px;"> <p>} *These are suggested titles for the theme.</p> <p>} *These do not have to be taught here.</p> </div>			<p><b>Required ERWC:</b> “The Value of Life”</p> <p><b>Select at least one of the following text:</b></p> <p><u>Suggested Informational:</u></p> <ul style="list-style-type: none"> <li>• “On the Bottom” (p. 835)</li> <li>• “The War” (p. 841)</li> </ul>	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Informative/Explanatory/Research	
			ELD Connections	
<p>How does literature reflect the universal experience of man?</p>	<p>What are some common human conditions? What is the universal experience of man? Which of these experiences are found in literature?</p>	<p>Alienation Isolation Structure Theme</p>	<p><b>Part I: Interacting in Meaningful Ways Collaborative (part IA)</b> Exchange Information/ideas Interact via written English Support opinions and persuade others Adapt language choices</p>	<p><b>Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA)</b> Understand text structures Understand cohesion <b>Expanding and Enriching Idea (part IIB)</b></p>

			<b>Interpretive Part IB)</b> Listen actively Read/view text closely Evaluate language choices Analyze language choices <b>Productive (part IC)</b> Present Write longer and more complex pieces Justify/Argue Select language resources	Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Modify sentences to add detail <b>Connecting and Condensing Ideas part IIC)</b> Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways
<b>ELA Core Standards</b>			<b>End of Unit Targets</b>	
<b>The following standards are taught in each unit throughout the year: RL 1,4,10; RI 1,4,10</b>				
<b>Reading</b>	<b>Literature 12.2:</b> 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.		<ul style="list-style-type: none"> <li>• I can determine two or more themes of a text and analyze their development over the course of a text.</li> <li>• I can determine how texts interact and build on one another to produce a complex account.</li> <li>• I can provide an unbiased summary of the text.</li> </ul>	
	<b>Literature 12.3:</b> 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).		<ul style="list-style-type: none"> <li>• I can analyze how the author's choices impact the development of a story or drama.</li> </ul>	
	<b>Literature 12.5:</b> 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 and the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		<ul style="list-style-type: none"> <li>• I can examine how the author chooses to structure the text.</li> <li>• I can determine how the structure contributes to the meaning of the text.</li> <li>• I can evaluate the style of the text and how it adds to the meaning of the text.</li> </ul>	
	<b>Literature 12.7:</b> Integrate 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.		<ul style="list-style-type: none"> <li>• I can evaluate multiple sources of information presented in different media or formats to solve a problem.</li> <li>• I can integrate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) to address a question or solve a problem</li> </ul>	

	<p><b>Informational 12.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can understand the sequence and development of individuals, ideas, and events.</li> <li>• I can understand that individuals, ideas, and events can interact and develop over the course of a text.</li> </ul>
Writing	<p><b>The following standards are taught in each unit throughout the year: Writing Standards 4,5,6,9,10</b>  <b>*MLA citation should be taught throughout all clusters</b></p>	
	<p><b>Writing 12.2:</b> 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-F) <i>See Cluster 3</i></p>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>• I can effectively select, organize, and analyze content in my informative/explanatory writing.</li> </ul>
	<p><b>a.</b> Introduce a topic or <u>thesis statement</u>, 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 aid comprehension.</p>	<ul style="list-style-type: none"> <li>• I can introduce a topic, and build complex ideas and concepts to create an organized and unified whole.</li> <li>• I can use formatting, graphics and multi-media to aid comprehension when useful.</li> </ul>
	<p><b>b.</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.</p>	<ul style="list-style-type: none"> <li>• I can identify my audience and use relevant concrete details (facts, extended definitions, quotations, or other information) to develop the topic thoroughly.</li> </ul>
	<p><b>c.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can use appropriate and varied transitions and syntax (sentence fluency) to link major sections of the text.</li> <li>• I can create cohesion and clarify relationships, complex ideas, and concepts through the use of transitions.</li> </ul>
	<p><b>d.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> <li>• I can use precise word choice and relevant vocabulary to direct the reader through the topic.</li> <li>• I can use metaphor, simile, and analogy to direct the reader through the topic.</li> </ul>
	<p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> <li>• I can use correct and appropriate conventions in my writing.</li> </ul>

	<p><b>f.</b> 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).</p>	<ul style="list-style-type: none"> <li>• I can provide a concluding statement that supports the information or explanation presented.</li> <li>• I can use my conclusion to articulate the implication or significance of the topic.</li> </ul>
	<p><b>Writing 12.7:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can answer a question (including self-generated) or solve a problem through short as well as sustained research.</li> <li>• I can narrow or broaden inquiry when appropriate and combine multiple sources to demonstrate my understanding of the topic.</li> </ul>
	<p><b>Writing 12.8:</b> 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 over-reliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>• I can determine authoritative and accurate sources from inferior sources and identify the strengths and weaknesses of each source.</li> <li>• I can use a variety of print and digital sources and use advanced searches effectively.</li> <li>• I can identify the task, purpose, and audience of my research.</li> <li>• I can include balanced research information smoothly into my piece.</li> <li>• I can understand the difference between plagiarism and my own work and cite my sources in a standard citation format.</li> </ul>
	<p><b>Writing 12.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>• I can draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<p><b>The following standards are taught in each unit throughout the year: SL1,6</b></p>		
<p><b>The following standards are taught in each unit throughout the year: Language 1b,2b,4,5 and 6</b></p>		
<p><b>Language</b></p>	<p><b>Language 12.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can understand the role of context in how language works and apply to my understanding when reading or listening.</li> <li>• I can make effective language choices for meaning and style.</li> </ul>

<p><b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can use a variety of references to understand syntax (sentence fluency) when reading complex texts.</li> </ul>
<p><b>Resources:</b> ELA SharePoint- <a href="http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx">http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx</a></p>	
<p><b>Writers Handbook:</b>  Chapter 2: Grammar: 30 Errors  Chapter 3: Figurative Language and Rhetorical Terms  Chapter 4: Literary Terms  Chapter 6: Writing Terms  Chapter 9: Sentence Frames &amp; Response Frames  Chapter 10: Check for Understanding (CFU)  Chapter 11: Engagement Strategies  Chapter 15: Three Discourses: Characteristics of Discourses  Chapter 16: Writing Domains  Chapter 17: Three Stages in the writing Process  Chapter 18: Model Essays 1) Narrative 2) Informative 3) Argument</p>	<p><b>Holt Grammar Handbook:</b>  Chapter 17: Writing Clear Sentences  Chapter 18: Combining Sentences  Chapter 19: Improving Sentence Style</p>

## 12<sup>th</sup> Grade Cluster 5 Theme: Equity, Disparity & Tradition

MLA citation should be taught throughout all clusters

<b>Literary Texts</b> Majority of texts to be from Holt		<b>Informational Texts</b> Majority of texts to be from Holt	
<p><b>Select at least one of the following text:</b></p> <p><u>Suggested Literature:</u></p> <ul style="list-style-type: none"> <li>• “The Chimney Sweeper” (p. 542)</li> <li>• from “Songs of Experience and Songs of Innocence” (p. 537)</li> <li>• “Games of Twilight” (p. 1072)</li> <li>• “Ode on a Grecian Urn” (p.6 52)</li> </ul> <p><u>Optional Supplemental:</u></p> <ul style="list-style-type: none"> <li>• <i>The Kite Runner</i></li> <li>• <i>One Flew Over the Cuckoo’s Nest</i></li> <li>• <i>Catcher in the Rye</i></li> </ul>		<p><b>Required ERWC:</b> “Language, Gender, and Culture”</p> <p><b>Select at least one of the following text:</b></p> <p><u>Suggested Informational:</u></p> <ul style="list-style-type: none"> <li>• <i>from</i> Evidence given before the Sadler Committee (p. 544)</li> <li>• “Shakespeare’s Sister (p. 888)</li> </ul>	
<b>Essential Question</b>	<b>Supporting Questions</b>	<b>Key Terms</b>	<b>Writing Focus--</b> Argument
			<b>ELD Connections</b>
What is an ideal society?	How do authors explore equity and disparity through literature?	Ethics Oppression Tolerance Multiculturalism Parallelism	<p><b>Part I: Interacting in Meaningful Ways</b>  <b>Collaborative (part IA)</b>            Interact via written English            Support opinions and persuade others  <b>Interpretive Part IB)</b>            Read/view text closely            Evaluate language choices            Analyze language choices</p>
			<p><b>English Works</b>  <b>Structuring Cohesive Texts (part IIA)</b>            Understand text structures            Understand cohesion  <b>Expanding and Enriching Idea (part IIB)</b>            Use a variety of verbs and verb phrases            Expand noun phrases to enrich meaning</p>

\*These are suggested titles for the theme.

\*These do not have to be taught here.

			<b>Productive (part IC)</b> Write longer and more complex pieces Justify/Argue Select language resources	Modify sentences to add detail <b>Connecting and Condensing Ideas part IIC)</b> Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways
<b>ELA Core Standards</b>			<b>End of Unit Targets</b>	
<b>The following standards are taught in each unit throughout the year: RL 1,4,10; RI 1,4,10</b>				
<b>Reading</b>	<b>Literature 12.2:</b> 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.		<ul style="list-style-type: none"> <li>• I can determine two or more themes of a text and analyze their development over the course of a text.</li> <li>• I can determine how texts interact and build on one another to produce a complex account.</li> <li>• I can provide an unbiased summary of the text.</li> </ul>	
	<b>Literature 12.3:</b> Analyze the impact of author’s choices regarding how to develop and relate elements of story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).		<ul style="list-style-type: none"> <li>• I can analyze how the author's choices impact the development of a story or drama.</li> </ul>	
	<b>Informational 12.2:</b> 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.		<ul style="list-style-type: none"> <li>• I can determine two or more central ideas of a text.</li> <li>• I can examine the central ideas of the text and how they interact together to provide meaning.</li> <li>• I can examine the central ideas of the text and how they interact together to provide meaning.</li> <li>• I can summarize the text.</li> </ul>	
	<b>Informational 12.6:</b> 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 aesthetics of the text.		<ul style="list-style-type: none"> <li>• I can determine an author’s point of view or purpose in which rhetoric is particularly effective.</li> <li>• I can analyze how a text’s style and content contribute to the power, persuasiveness, or aesthetics of a text.</li> </ul>	

<b>Writing</b>	<b>The following standards are taught in each unit throughout the year: W4,5,6,9,10 MLA citation should be taught throughout all clusters</b>	
	<b>Writing12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ( <i>See Cluster 2: Power Of Words</i> )	<ul style="list-style-type: none"> <li>I can write an argument using valid reasoning with relevant and sufficient evidence.</li> </ul>
	<b>a.</b> 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.	<ul style="list-style-type: none"> <li>I can identify significant and opposing arguments.</li> <li>I can logically sequence claims, counterclaims, reasons, and evidence.</li> </ul>
	<b>b.</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.	<ul style="list-style-type: none"> <li>I can develop claims and counterclaims with relevant evidence.</li> <li>I can identify the strengths and limitations of claims and counterclaims while anticipating the audience's knowledge level, concerns, values, and possible biases.</li> </ul>
	<b>c.</b> Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).	<ul style="list-style-type: none"> <li>I can use rhetorical devices when I write an argumentative essay.</li> </ul>
	<b>d.</b> 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.	<ul style="list-style-type: none"> <li>I can use syntax (sentence fluency) to clarify the relationships among my claims, reasons, and counterclaims.</li> </ul>
	<b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing.	<ul style="list-style-type: none"> <li>I can use appropriate style and tone to create a written product.</li> <li>I can use correct and appropriate conventions in my writing.</li> </ul>
	<b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> <li>I can provide a concluding statement that supports my argument.</li> </ul>



Speaking and Listening	<b>Speaking and Listening 12.2:</b> 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.	<ul style="list-style-type: none"> <li>I can include multiple sources of information, in a variety of formats and media, to make decisions and solve problems.</li> <li>I can evaluate the credibility of sources and note the differences among the sources.</li> </ul>
Language	<b>Language 12. 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>I can correctly follow rules for capitalization, punctuation, and spelling when writing.</li> </ul>
	a. Observe hyphenation conventions	<ul style="list-style-type: none"> <li>I can correctly use hyphens.</li> </ul>
	<b>Language 12.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>I can demonstrate an understanding of figurative language, word relationships, and the distinction in words' meanings.</li> </ul>
	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<ul style="list-style-type: none"> <li>I can identify figures of speech in the text.</li> </ul>
	b. Analyze nuances in the meaning of words with similar denotations	<ul style="list-style-type: none"> <li>I can analyze the impact of figures of speech in the text.</li> </ul>
<b>Resources:</b> ELA SharePoint- <a href="http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx">http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx</a>		
<b>Writers Handbook:</b> Chapter 2: Grammar: 30 Errors Chapter 3: Figurative Language and Rhetorical Terms Chapter 4: Literary Terms Chapter 6: Writing Terms Chapter 9: Sentence Frames & Response Frames Chapter 10: Check for Understanding (CFU) Chapter 11: Engagement Strategies Chapter 15: Three Discourses: Characteristics of Discourses Chapter 16: Writing Domains Chapter 17: Three Stages in the writing Process Chapter 18: Model Essays 1) Narrative 2) Informative 3) Argument	<b>Holt Grammar Handbook:</b> Chapter 12: Capitalization Chapter 13: Punctuation: End Marks and Commas Chapter 14: Punctuation: Other Marks of Punctuation Chapter 15: Spelling	

## 12<sup>th</sup> Grade Cluster 6 Theme: Rite of Initiation

MLA citation should be taught throughout all clusters

Literary Texts Majority of texts to be from Holt	Informational Texts Majority of texts to be from Holt
<p><b>Select at least one of the following text:</b></p> <p><u>Suggested Literature:</u></p> <ul style="list-style-type: none"> <li>• “The Doll’s House” (p. 1036)</li> <li>• “Araby” (p. 957)</li> <li>• “The Wild Swans at Coole” (p. 952)</li> <li>• Ulysses (p. 962,704)</li> <li>• “Dover Beach”(p. 722)</li> <li>• “Fern Hill” (p. 1054)</li> </ul> <p><u>Optional Supplemental:</u></p> <ul style="list-style-type: none"> <li>• <i>Into the Wild</i></li> <li>• <i>The Kite Runner</i></li> <li>• <i>Frankenstein</i></li> <li>• <i>Siddhartha</i></li> <li>• <i>Slaughterhouse Five</i></li> <li>• <i>Things Fall Apart</i></li> <li>• <i>Atonement</i></li> </ul> <div style="display: flex; align-items: center; margin-left: 100px;"> <div style="font-size: 3em; margin-right: 10px;">}</div> <div> <p>*These are suggested titles for the theme.</p> <p>*These do not have to be taught here.</p> </div> </div>	<p><b>Select at least one of the following text:</b></p> <p><u>Suggested Informational:</u></p> <ul style="list-style-type: none"> <li>• “I Believe in the British Empire” (p. 917)</li> <li>• “The Noble Mansion of Free India” (p. 919)</li> <li>• “Shooting an Elephant” (p. 899)</li> </ul>

Essential Question	Supporting Questions	Key Terms	Writing Focus--(Teacher's Choice)	
			ELD Connections	
How does society address universal issues such as rites of passage, traditions, and class structures?	What are some cultural traditions from around the world? What are some cultural rites of passage?	Bildungsroman, Identity, The Quest, Symbolism, Metaphor, Mood	<b>Part I: Interacting in Meaningful Ways</b> <b>Collaborative (part IA)</b> Support opinions and persuade others Adapt language choices <b>Interpretive Part IB)</b> Read/view text closely Analyze language choices <b>Productive (part IC)</b> Present Write longer and more complex pieces Justify/Argue Select language resources	<b>English Works Structuring Cohesive Texts (part IIA)</b> Understand text structures Understand cohesion <b>Expanding and Enriching Idea (part IIB)</b> Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning <b>Connecting and Condensing Ideas part IIC)</b> Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways
<b>ELA Core Standards</b>			<b>End of Unit Targets</b>	
<ul style="list-style-type: none"> <li><b>The following standards are taught in each unit throughout the year: RL 1,4,10; RI 1,4,10</b></li> </ul>				
<b>Reading</b>	<b>Literature 12.2:</b> 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.		<ul style="list-style-type: none"> <li>I can determine two or more themes of a text and analyze their development over the course of a text.</li> <li>I can determine how texts interact and build on one another to produce a complex account.</li> <li>I can provide an unbiased summary of the text.</li> </ul>	
	<b>Literature-12.3:</b> 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).		<ul style="list-style-type: none"> <li>I can analyze how the author's choices impact the development of a story or drama.</li> </ul>	
	<b>Literature 12.6:</b> Analyze a case in which grasping the point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		<ul style="list-style-type: none"> <li>I can analyze a text's point of view that specifically requires using satire, sarcasm, irony, or understatement.</li> </ul>	

	<p><b>Informational 12.5:</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can analyze and evaluate the effectiveness of the author's structure.</li> <li>• I can analyze and evaluate use of structure in creating a clear, convincing, and engaging text.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• <b>The following standards are taught in each unit throughout the year: W4,5,6,9,10</b></li> <li>• <b>MLA citation should be taught throughout all clusters</b></li> </ul>	
	<p><b>Writing 12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (<i>See Cluster 2: Power Of Words</i>)</p>	<ul style="list-style-type: none"> <li>• I can write an argument using valid reasoning with relevant and sufficient evidence.</li> </ul>
	<p><b>Writing 12.2</b> 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-F) (<i>See Cluster 3: The Quest for Utopia</i>)</p>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>• I can effectively select, organize, and analyze content in my informative/explanatory writing.</li> </ul>
	<p><b>Writing 12.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (<i>See Cluster 1: Archetypes in Life and Literature</i>)</p>	<ul style="list-style-type: none"> <li>• I can write narratives that develop real or imagined experiences or events.</li> <li>• I can use effective technique, well-chosen details, and well-structured event sequences to write my narrative.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The following standards are taught in each unit throughout the year: SL 1,6</b></li> </ul>		
Speaking and Listening	<p><b>Speaking and Listening 12.4:</b> 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 or formal and informal tasks.</p>	<ul style="list-style-type: none"> <li>• I can present the information and supporting evidence to convey a clear point of view.</li> <li>• I can present information so that listeners can follow my line of reasoning.</li> <li>• I can address alternative or opposing perspectives.</li> <li>• I can use appropriate organization, development, substance, and style to establish a purpose and audience.</li> <li>•</li> </ul>

	<p><b>Speaking and Listening 12.4b:</b> Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning; appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.</p>	<ul style="list-style-type: none"> <li>• I can give an argumentative presentation.</li> <li>• I can use a logical sequence and rhetorical devices to support my evidence.</li> <li>• I vary my syntax for a variety of purposes.</li> </ul>
	<p><b>Speaking and Listening 12.5:</b> Make strategic use of digital media (e.g., textural, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>• I can use digital media in presentations to increase understanding of evidence and reasoning.</li> <li>• I can effectively use digital media to add interest.</li> </ul>
<b>Language</b>	<p><b>Review all Language Standards 1-6</b></p>	
<p><b>Resources:</b>          ELA SharePoint- <a href="http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx">http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx</a></p>		
<p><b>Writers Handbook:</b>          Chapter 2: Grammar: 30 Errors          Chapter 3: Figurative Language and Rhetorical Terms          Chapter 4: Literary Terms          Chapter 6: Writing Terms          Chapter 9: Sentence Frames &amp; Response Frames          Chapter 10: Check for Understanding (CFU)          Chapter 11: Engagement Strategies          Chapter 15: Three Discourses: Characteristics of Discourses          Chapter 16: Writing Domains          Chapter 17: Three Stages in the writing Process          Chapter 18: Model Essays 1) Narrative 2) Informative 3) Argument</p>	<p><b>Holt Grammar Handbook:</b>          Chapter 17: Writing Clear Sentences          Chapter 18: Combining Sentences          Chapter 19: Improving Sentence Style</p>	