

**Chariho Regional School District
Grade 12 - English Language Arts**

Table of Contents

Quarter 1	Unit 1 <i>What's Next?</i>
Quarter 2	Unit 4 <i>Sculpting Reality</i>
Quarter 3	Unit 3 <i>Against the Wind</i>
Quarter 4	Unit 2 <i>Uncovering Truth</i>

Grade 12, Unit 1 *What's Next?*

Overview

Number of Instructional Days: 30

Essential Question: How can we transform the future?

Literary Focus: Nonfiction

Extended Writing: Informational/Explanatory Writing

For high school seniors, the future seems closer than ever. In a matter of months, these students will make major decisions about their lives. Will they go to college or get a job? Will they move away or stay close to home? Will they stay close to their friends or will they branch out and meet new people? Every choice they make will affect their future in ways they cannot yet imagine. How can we make sure that we make the right choices? How much does a person's individual choices affect his or her future? Can we make sure our choices have a positive impact on ourselves and on society?

This unit offers a wide variety of literature that will encourage students to consider these questions and more while also exploring texts in the unit's genre focus, informational text. There is a wide variety of nonfiction selections in this unit that offer students strong examples of arguments supported by rhetorical appeals and strong evidence. The excerpts allow students to read across genres as well.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned from analyzing these texts to their own informational writing projects. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Annotation
- Context Clues
- Reading Comprehension
- Textual Evidence
- Summary
- Theme
- Connotation and Denotation
- Character
- Generating Questions
- Author's Purpose and Point of View
- Plot
- Setting
- Making and Confirming Predictions
- Theme
- Dramatic Elements and Structure
- Media

Writing

- Text Dependent Responses
- Short Constructed Response
- Peer Review
- Personal Response
- Compare and Contrast
- Analyze Genre
- Organize Narrative Writing
- Story Beginnings
- Narrative Techniques
- Descriptive Details
- Narrative Sequencing
- Conclusions
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

Language

- Connotation and Annotation
- Basic Spelling Rules
- Main and Subordinate Clauses

- Simple and Compound Sentences

Speaking and Listening

- Collaborative Conversation

Alignment to Standard

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:

Click on the standard to view the standards progression.

[RI.11-12.1](#) - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[RI.11-12.2](#) - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[RI.11-12.4](#) - Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

[RI.11-12.5](#) - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[RI.11-12.10](#) - Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

[W.11-12.2](#) - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[W.11-12.2.a](#) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.11-12.2.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.

[W.11-12.2.c](#) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.

[W.11-12.2.d](#) - Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

[W.11-12.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[SL.11-12.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.11-12.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.c](#) - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[SL.11-12.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[L.11-12.4.a](#) - 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.

[L.11-12.4.b](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
[Click on the standard to view the standards progression.](#)

[RI.11-12.3](#) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[RI.11-12.5](#) - Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.

[RI.11-12.6](#) - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

[RI.11-12.8](#) - Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

[W.11.-12.3.a-f](#) - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

[W.11.-12.3.a](#) - 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 an appropriate progression of experiences or events.

[W.11.-12.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[W.11.-12.3.c](#) - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).

[W.11.-12.3.d](#) - Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[W.11.-12.3.e](#) - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.11.-12.3.f](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.11-12.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[W.11-12.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grades 11–12).

[W.11-12.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).

[W.11-12.6](#) - Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[W.11-12.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[L.11-12.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.11-12.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.11-12.2.a](#) - Observe hyphenation conventions.

[L.11-12.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

[L.11-12.6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.11-12.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[SL.11-12.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[SL.11-12.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 12, Unit 4 (Quarter 2) *Sculpting Reality*

Overview

Number of Instructional Days: 30

Essential Question: What is the power of story?

Genre Focus: Poetry

Extended Writing: Response to Literature

Stories have the power to sweep audiences into fantasy worlds as well as bring a sense of clarity as we struggle with our own mundane problems. We connect with storytellers as they create cherished heroes and heroines, unravel surprising plots, and guide us through unforgettable settings.

How can stories teach us important lessons? How can stories change our hearts and minds? What do readers learn by reading about fictional characters and events? What do stories teach us about

ourselves and our society?

In this unit, students will think about the theme and essential questions as they focus on Romanticism and Victorianism. They will explore examples of Romantic and Victorian literature, including poetry. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about the lessons literature can teach readers about life to their own researched argument essays. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Media
- Poetic Elements and Structure
- Figurative Language
- Context Clues
- Language, Style, and Audience
- Summarizing
- Author's Purpose and Point of View

Writing

- Planning Research
- Evaluating Sources
- Research and Notetaking
- Critiquing Research
- Paraphrasing
- Sources and Citations
- Print and Graphic Features
- Research Writing Process: Plan
- Research Writing Process: Draft

- Research Writing Process: Revise
- Research Writing Process: Edit and Publish

Language

- Figurative Language
- Context Clues
- Language, Style, and Audience
- Using a Style Guide
- Contested Usage
- Hyphens

Speaking and Listening

- Author's Purpose and Point of View
- Evaluating Sources
- Considering Audience and Purpose
- Media

Alignment to Standard

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[RL.11-12.7](#) - Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

[RL.11-12.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.11-12.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist

No. 10).

[RI.11-12.6](#) - 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, understatement, notable omission).

[W.11-12.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.11-12.1.a](#) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[W.11-12.1.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.

[W.11-12.1.c](#) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[W.11-12.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.11-12.3](#) - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

[W.11-12.3.a](#) - 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 an appropriate progression of experiences or events.

[W.11-12.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[W.11-12.3.c](#) - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).

[W.11-12.3.d](#) - Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[W.11-12.3.e](#) - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[W.11-12.6](#) - Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[W.11-12.7](#) - Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

[W.11-12.8](#) - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[W.11-12.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[L.11-12.3](#) - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[L.11-12.3.a](#) - 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.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

Click on the standard to view the standards progression.

[RL.11.12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.2](#) - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[RL.11-12.5](#) - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

[RL.11-12.7](#) - Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

[RI.11-12.1](#) - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[RI.11-12.2](#) - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[RI.11-12.4](#) - Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

[RI.11-12.9](#) - Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.11-12.6](#) - Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[W.11-12.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

[L.11-12.4.a](#) - 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.

[L.11-12.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

[L.11-12.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

[L.11-12.4.d](#) - 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).

[L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.11-12.5.a](#) - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[L.11-12.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.11-12.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.11-12.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the

topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.c](#) - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[SL.11-12](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[SL.11-12.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 12, Unit 3 (Quarter 3) *Against the Wind*

Overview

Number of Instructional Days: 30

Essential Question: How do leaders fight for their ideas?

Genre Focus: Argumentative

Extended Writing: Argumentative

History is filled with great leaders. These people inspire us, educate us, and challenge us. But history is also filled with conflict, and troubled times can give rise to the best and the worst in all of us.

What turns a regular person into an effective leader? What ideas have people fought for throughout history? What do readers learn by reading historical speeches, documents, novels, and poems? What do these texts teach us about ourselves, our country, and our role in a global society?

In this unit, students will think about the theme and essential question as they focus on the Enlightenment, analyzing literary excerpts and poetry, as well as historical documents and argumentative texts to encourage students to think about how leaders fight for their beliefs. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about making claims and using evidence to their own argumentative writing projects.

Essential Content and Skills

Reading

- Point of View

- Media
- Compare and Contrast
- Theme
- Primary and Secondary Sources
- Reasons and Evidence
- Arguments and Claims
- Language, Style, and Audience
- Informational Text Structure
- Technical Language

Writing

- Organizing Argumentative Writing
- Thesis Statement
- Reasons and Relevant Evidence
- Introductions
- Transitions
- Conclusions

- Style
- Argumentative Writing Process: Plan
- Argumentative Writing Process: Draft
- Argumentative Writing Process: Revise
- Argumentative Writing Process: Edit and Publish

Language

- Word Meaning
- Subject-Verb Agreement
- Commas
- Semicolons, Colons, and Dashes

Speaking and Listening

- Media

Alignment to Standard

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RL.11-12.6](#) - 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, understatement, notable omission).

[RL.11-12.7](#) - Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

[RI.11-12.4](#) - Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

[RI.11-12.5](#) - Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.

[RI.11-12.7](#) - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

[RI.11-12.8](#) - Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

[RI.11-12.9](#) - Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.

[W.11-12.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an

analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.11-12.1.a](#) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[W.11-12.1.d](#) - 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.

[W.11-12.1.c](#) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[W.11-12.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[L.11-12.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.11-12.1.a](#) - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

[L.11-12.1.b](#) - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

[L.11-12.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.11-12.2.a](#) - Observe hyphenation conventions.

[L.11-12.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

[L.11-12.3.a-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.

[L.11-12.3.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.

[L.11-12.3.b](#) - Revise and edit to make work more concise and cohesive.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

[L.11-12.4.a](#) - 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.

[L.11-12.4.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.

[L.11-12.4.c](#) - 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).

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

Click on the standard to view the standards progression.

[RL.11.12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.2](#) - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[RL.11-12.10](#) - 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.

[RI.11-12.1](#) - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[RI.11-12.2](#) - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[RI.11-12.3](#) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[RI.11-12.6](#) - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

[RI.11-12.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.11-12.3](#) - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

[W.11-12.3.d](#) - Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[W.11-12.3.e](#) - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.11-12.5.a-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.

[W.11-12.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).

[W.11-12.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).

[W.11-12.6](#) - Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[W.11-12.7](#) - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[W.11-12.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.

[W.11-12.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[SL.11-12.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.11-12.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.c](#) - Propel conversations by posing and responding to questions that probe reasoning and evidence.

[SL.11-12.1.d](#) - 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.

[SL.11-12.1.e](#) - 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.

[SL.11-12.3](#) - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[SL.11-12.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[L.11-12-6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

Grade 12, Unit 2 (Quarter 4) *Uncovering Truth*

Overview

Number of Instructional Days: 30

Essential Question: How do challenges cause us to reveal our true selves?

Genre Focus: Fiction

Extended Writing: Informational/Explanatory

Everybody loves a good hero story. From Beowulf to the Avengers, audiences clamor for these tales of good versus evil. It’s exhilarating to follow along as a hero saves the day, and it’s a comfort to know that someone is always there to protect us.

How do challenges shape the people we become? How and why do leaders face challenges? What do readers learn by reading about heroes, characters, and leaders and what they do in moments of challenge? What do these stories teach us about ourselves and our society?

In this unit, students will think about the theme and essential question as they focus on the medieval period and English renaissance literature, analyzing excerpts from Beowulf and Sir Gawain and the Green Knight, among others. They will also study the genre of fiction while reading the short story “The Postmaster,” and dramas such as Richard III and Hamlet. In addition, nonfiction texts, such as “A Letter to NFL GMs” by Shaquem Griffin and Men We Reaped by Jesmyn Ward, will encourage students to think about how real-life individuals deal with challenges, and discover their true selves in the process.

Students will begin this unit as readers, and they will finish as writers as they apply what they have learned about story elements to their own narrative writing projects.

Essential Content and Skills

Reading

- Media
- Word Patterns and Relationships
- Point of View
- Connotation and Denotation
- Central or Main Idea
- Informational Text Elements
- Language, Style, and Audience
- Theme
- Story Elements
- Summarizing
- Dramatic Elements and Structure

Writing

- Short Constructed Response
- Peer Review
- Organizing Informative Writing
- Thesis Statement
- Supporting Details
- Introductions
- Transitions
- Precise Language
- Conclusions
- Style
- Informative Essay Writing Process: Plan
- Informative Essay Writing Process: Draft
- Informative Essay Writing Process:

Revise

- Informative Essay Writing Process: Edit and Publish

Language

- Modifiers
- Pronoun-Antecedent Agreement
- Basic Spelling Rules 2
- Word Patterns and Relationships
- Connotation and Denotation

Speaking and Listening

- Media

Alignment to Standard

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:

Click on the standard to view the standards progression.

[RL.11.12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.2](#) - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.

[RL.11-12.3](#) - Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[RL.11-12.5](#) - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

[W.11-12.2](#) - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.11-12.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.11-12.2.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.

[W.11-12.2.c](#) - Use appropriate and varied transitions and syntax to link the major sections of the

text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.11-12.2.d](#) - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[W.11-12.2.e](#) - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.2.f](#) - 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).

[L.11-12.4](#) - Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

[SL.11-12.4](#) - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[SL.11-12.5](#) - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
[Click on the standard to view the standards progression.](#)

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[RL.11-12.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.11-12.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.11-12.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.11-12.2.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.

[W.11-12.2.c](#) - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.11-12.2.d](#) - Use precise language, domain-specific vocabulary, and techniques such as

metaphor, simile, and analogy to manage the complexity of the topic.

[W.11-12.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.2.f](#) - 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).

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.11-12.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[W.11-12.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).

[W.11-12.5ba](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).

[W.11-12.6](#) - Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[W.11-12.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[SL.11-12.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.11-12.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.c](#) - Propel conversations by posing and responding to questions that probe reasoning and evidence.

[SL.11-12.1.d](#) - 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.

[SL.11-12.e](#) - 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.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[SL.11-12.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[SL.11-12.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

[L.11-12.4.a](#) - 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.

[L.11-12.4.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.

[L.11-12.4.c](#) - 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).

[L.11.12-6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.