



Department of Curriculum and Instruction
ELA 12 CURRICULUM GUIDE - 4x4 Curriculum Guide SY 25-26 (Semester 1)

[RPS Literacy Website](#)

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Assessment Guidance

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[ELA 12 Unit Plans](#)

Unit 1: 12th Grade ELA Suggested Week Two Lesson Plan SY25-26

Unit Theme	Timeline	Standards	Unit Plan	Assessment
Quarter 1: August 18-September19				
Unit 1: Getting to Know Each Other and ELA 12 Crash Course	5-7 Days	11.RV.1 A,B,C,D,E,F,G; 11.RL.2 B,C; 11.LU.1 A,B,C; 11.LU.2 A; 11.W.1 B,i; 11.W.2 A,i; 11.W.3 A,B,C,D; 11.R.1 F	Unit 1: ELA Crash Course	NRI Writing Skills Benchmark/Pre-Assessment English 12 Reading Benchmark/Pre-Assessment 25-26
Unit 2: Born A Crime and Ongoing Senior Writing Unit	15 Days	12.DSR A,B,C,E; 12.RV.1 A; 12.RL.1 ; 12.RL.1 B,C; 12.W.1 i,ii,iii; 12.W.2 A i,ii,iii,iv,v,vi; 12.W.3 A,B,C	Unit 2: Born A Crime Unit : Ongoing Senior Writing	
Ongoing Senior Writing Unit	Remaining Days	12.RL.3 A,B,C; 12.RL.1 A,B,C; 12.W.1 i,ii,iii; 12.W.2 A i,ii,iii,iv,v,vi; 12.W.3 A,B,C	Unit : Ongoing Senior Writing	

Quarter 2: September 22- October 24

Unit 3: Information Literacy and Artificial Intelligence	8 Days	12.DSR A,B,C,D,E; 12.C.2 A i,ii,iii,iv,v,vi; 12.C.3 C,D,E; 12.RV.1 A,B,C,E,F; 12.RL.2 A,B,C; 12.RL.2 A,B; 12.W.1 A i,ii,iii,iv; 12.R.1 A,B,C,D,E,F,G,H	Unit 3: Information Literacy & Artificial Intelligence	
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Unit 4: Heroic Ideals/ <i>Beowulf</i>	20 days	12.DSR A,B,C,E; 12.RV.1 A,B,C,E,F; 12.RL.1 A,B,C ; 12.RL.2 A,B,C,D; 12.RI.2 A,B,C; 12.R.1 C; 12.C.2 i,ii,iii,iv,v,vi; 12.C.3 A,B,C,D,E; 12.W.1 i,ii,iii; 12.W.2 A i,ii,iii,iv,v,vi; 12.W.3 A,B,C,D	Unit 4: Heroic Ideals/Beowulf	NRI Benchmark-12th Grade Semester 1
Ongoing Senior Writing Unit <i>Beowulf</i> Writing Seminar	Remaining Days	12.RL.2 A,B,C,D; 12.RI.2 A,B,C; 12.R.1 C; 12.RL.1 A,B,C; 12.W.1 i,ii,iii; 12.W.2 i,ii,iii,iv,v,vi; 12.W.3 A,B,C	Unit : Ongoing Senior Writing	

Quarter 3: October 27 - December 2

Unit 5: The Caribbean, Africa, and Asia	15 Days	12.DSR A,B,C,E; 12.RV.1 A,B,E,F,G; 12.RL.2 B; 12.RL.3 B,C; 12.RI.2 B; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.R.1 F,H	Unit 5: The Caribbean, Africa, & Asia/The Danger of a Single Story	
Unit 6: <i>Mary Prince</i> and Colonialism	5 Days	12.DSR A,B,C,Ed; 12.RV.1 A,B,E,F,G; 12.RL.2 B; 12.RL.3 B,C; 12.RI.2 B; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.R.1 F,H	Unit 6: The History of Mary Prince & Colonialism	
Ongoing Senior Writing Unit <i>Mary Prince</i> Writing Seminar	11 Days	12.W.1 i,ii,iii; 12.W.3 A,B,C	Unit : Ongoing Senior Writing	

Quarter 4: December 3 - January 14

Unit 7: Fantasy, Horror, & The Supernatural/ Introduction to <i>Macbeth</i>	5 Days	12.DSR A,B,C,E; 12.RV.1 A,B,C,E,F,G; 12.RL.2 A,B,C; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.C.3 A,B,C,D,E; 12.R.1 A,B,C,D,E,F,G,H	Unit 7: Fantasy, Horror, & the Supernatural/Introduction to Macbeth	
Unit 8: <i>Macbeth</i>	15 Days	12.DSR A,B,C,E; 12.RV.1 A,B,C,E,F,G; 12.RL.2 A,B,C; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.C.3 A,B,C,D,E; 12.R.1 A,B,C,D,E,F,G,H	Unit 8: Macbeth	
Unit 9: End of Semester/Year Review, Remediate, and Plan for Post-Secondary Life	2-7 Days	12.DSR A,B,C,E; 12.RV.1 A,B,C,D,E,F,G; 12.RI.1 A,B,C; 12.RI.2 A,B; 12.W.1 A i,ii,iii,iv; B i,ii,iii; C; 12.W.2 A i,ii,iii,iv,v,vi; 12.W.3 A,B,C,D; 12.LU.1 A; 12.LU.2 A,B; 12.C.1 ; 12.R.1 A,B,C,D,E,F	Unit 9: ELA SOL Blitz EOC Writing SOL BLITZ 25-26 EOC Reading SOL	

			BLITZ 25-26 Students who have completed their ELA assessment requirements for graduation will complete these learning tasks: -Common Application Personal Essay -Scholarship applications -Employment applications -Preparation for other assessments required for graduation and/or college, the military, trade programs, and the workplace (literacy across content areas) -Enrichment -Independent Study	
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Unit 1: Crash Course

11.RV.1 A,B,C,D,E,F,G 11.RL.2 B,C 11.LU.1 A,B,C 11.LU.2 A 11.W.1 B,i 11.W.2 A,i 11.W.3 A,B,C,D 11.R.1 F	<p><u>11.RV.1</u> (<i>corresponds with 12.RV.1</i>)</p> <p>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>B. Use context and sentence structure to clarify the meanings of words and phrases.</p> <p>C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.</p> <p>D. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).</p> <p>E. Explain and analyze idiomatic language in context.</p> <p>F. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.</p> <p>G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p><u>11.RL.2</u> (<i>corresponds with 12.RL.2</i>)</p> <p>B. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.</p> <p>C. Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.</p> <p><u>11.LU.1</u> (<i>corresponds with 12.LU.1</i>)</p> <p>A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.</p> <p>B. Use complex sentence structure to infuse sentence variety in writing.</p> <p>C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.</p> <p><u>11.LU.2</u> (<i>corresponds with 12.LU.2</i>)</p> <p>A. Use commas, semi-colons, and colons correctly in complex sentences in writing.</p> <p><u>11.W.1</u> (<i>corresponds with 12.W.1</i>)</p> <p>B. Write analyses that:</p> <p>i. Develop a thesis that demonstrates knowledgeable judgments.</p> <p><u>11.W.2</u> (<i>corresponds with 12.W.2</i>)</p> <p>A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <p>i. Composing a thesis statement that clearly communicates the writer's position or assertion.</p> <p><u>11.W.3</u> (<i>corresponds with 12.W.3</i>)</p> <p>A. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</p> <p>C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).</p> <p>D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.</p> <p><u>11.R.1</u> (<i>corresponds with 12.R.1</i>)</p>
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<p>Essential Questions:</p> <ul style="list-style-type: none">• What skills must I know to be successful on the End-of-Course Reading and Writing SOLs?• How will effective writing skills help me in the workplace, college, and community?• What are my reading and writing strengths?• What are my areas for growth?• What strategies can I use to improve reading comprehension?• What strategies can I use to build my vocabulary?• How can I learn to be a confident and successful writer?• What are the steps involved in the writing process?• How can I use reasons/evidence to support my assertions?• What concrete action steps can I take to become more self-determined in my own learning? <p>Essential Skills:</p> <ul style="list-style-type: none">• Brainstorming• Pre-writing• Utilizing multiple sources• Differentiating between primary and secondary sources• Annotating• Organizing ideas logically• Supporting a thesis with relevant, valid, and credible examples• Defending a position or argument with relevant evidence• Writing using correct sentence structure, usage, and mechanics	<p>Vocabulary:</p> <ul style="list-style-type: none">• Literary• Devices• Simile• Metaphor• Hyperbole• Allusion• Idiom• Personification• Connotation• Denotation• Annotate• Compound• Complex• Thesis• Inference• Evidence• Rubric• Persuasion• Root• Derivative• Affix• Prefix• Suffix• Assertion• Claim	<p>Performance Level Descriptors:</p> <p><u>Reading</u> <u>Fail/Does Not Meet:</u> A student performing at this level may show inconsistent performance with items that ask the student to:</p> <ul style="list-style-type: none">• Use context, word and sentence structure, connotation, idioms, and figurative language.• Explain themes, dramatic conventions, and character types.• Analyze literary forms and structures.• Analyze literary devices, word choice, syntax, diction, and rhetoric.• Describe the context that influences the historical or social function of literary texts.• Explain the relationships between and among literary elements.• Analyze the development of main ideas, details, and author’s purpose in informational texts.• Interpret data and/or information within informational text features.• Evaluate the author’s use of facts, reasons, and assumptions in regard to a position or argument.• Compare a variety of informational texts’ purpose, format, and structure.• Complete an employment application, workplace document, or college application.• Identify and analyze the author’s word choice and use of rhetorical devices.• Compare authors’ perspectives and viewpoints regarding similar topics.• Compare the impact of the authors’ qualifications.• Evaluate the clarity and accuracy of information.• Use outside sources to corroborate or challenge texts. <p><u>Pass/Proficient:</u> A student performing at this level may show consistent performance with items that ask the student to:</p> <ul style="list-style-type: none">• Use context, word and sentence structure, connotation, idioms, and figurative language.• Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements.• Analyze literary forms and structures, including the impact of structure on plot.• Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric.• Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras.• Compare and contrast the relationships between and among literary elements.• Explain how an author analyzes, organizes, and connects ideas in informational texts.• Interpret data and/or information within informational text features.• Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.• Compare a variety of informational texts’ purpose, format, organization, and structure.• Complete or evaluate employment applications, workplace documents, or college applications.• Analyze the impact of word choice, literary techniques, and rhetorical devices.• Evaluate the impact of the authors’ qualifications.• Evaluate authors’ perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn. <p><u>Pass/Advanced:</u> A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:</p> <ul style="list-style-type: none">• Use context, word and sentence structure, connotation, idioms, and figurative language.• Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.
<p>Question Stems:</p> <ul style="list-style-type: none">• Can you explain how ____ affected ____?• How would you apply what you learned to develop ____?• How would you compare ____?• How would you contrast ____?• How would you classify ____?• How would you summarize ____?• What steps are needed to edit ____?• When would you use an outline to ____?• How could you organize ____?• What conclusions can you draw about?• How can you determine the meaning of ____?• How can you recognize ____?• How would you write ____?• Can you identify ____?• How would you describe ____?• How can you prove ____?• Can you support ____ with textual evidence?• Can you elaborate on ____?		

- Can you revise your essay to improve ____?
- What does the word ____ mean in this context, and how does its meaning affect your understanding of the sentence or passage?
- What does the phrase/idiom "____" mean, and what effect does this figurative language or literary device have on the tone or meaning of the text?
- How can you revise this paragraph to include a mix of simple and compound sentences to improve flow and clarity?
- Which words or phrases in your writing could you revise to better reflect a formal tone appropriate for academic or professional writing?
- What is your thesis statement, and what specific reasons or arguments will you use to support it throughout your writing?

- Analyze literary forms and structures, including the impact of structure on plot development.
- Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors' attitudes, viewpoints, and beliefs.
- Analyze the relationships between and among literary elements across traditional and contemporary texts.
- Analyze, verify, and/or challenge an author's information, main points, and conclusions in informational texts.
- Interpret data and information within informational text features.
- Synthesize information to evaluate relevance and quality of author's premises, claims, and evidence.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.
- Analyze the impact of authors' qualifications.
- Analyze authors' perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.

Writing

Fail/Does Not Meet:

A student performing at this level should be able to:

- Use pre-writing strategies and resources to select ideas or topics.
- Develop a thesis.
- Identify a position or argument with supporting evidence, drawing conclusions, and addressing counterclaims, when appropriate.
- Revise writing through paragraph and sentence structure and word choice to create clear content.
- Edit writing to correct errors in sentence formation, usage, and mechanics.

Pass/Proficient:

A student performing at this level should be able to:

- Utilize pre-writing strategies and multiple resources to organize ideas and narrow a topic which addresses audience and purpose.
- Support a logical thesis with examples.
- Defend a position or argument with relevant evidence, developing clear ideas while addressing counterclaims, when appropriate.
- Revise writing through varied sentence structure and word choice to elaborate ideas clearly, concisely, and accurately to express a logical progression of ideas.
- Demonstrate reasonable control of sentence formation, usage and mechanics.

Advanced/College Path

A student obtaining an "advanced/college path" score should have the necessary knowledge and skills for entry into an introductory credit-bearing college writing course with a substantial writing requirement, without prior enrollment in a remedial writing class. A student performing at this level should be able to:

- Discriminately use pre-writing strategies and information from multiple resources to construct an argument and communicate accurate information that addresses a specific audience and purpose.
- Support an original argumentative thesis.
- Construct a position or argument with precise and relevant evidence, elaborating ideas clearly while providing effective conclusions and addressing counterclaims, when appropriate.
- Revise writing through varied and complex sentences, including verbal phrases, vivid and specific vocabulary, and depth of ideas and information.

	<ul style="list-style-type: none"> • Apply revisions for clarity and accuracy of content using consistent control of sentence formation, usage and mechanics. <p>Key Strategies:</p> <ul style="list-style-type: none"> • Brainstorm • Annotate with purpose • Practice combining sentences • Practice using the thesis-builder formula • Practice identifying and using context clues to determine meaning • Teach usage and mechanics using students' authentic writing samples • Facilitate discussion and peer-editing • Allow students to practice the use of Think, Pair, Share • Model for students Thought, Question, Epiphany and afford them opportunities to use the strategy • Teach and provide opportunities for students to apply academic vocabulary • Use literacy scaffolds • Implement WICOR strategies WICOR Strategies (Writing, Inquiry, Collaboration, Organization, & Reading) • Incorporate AVID strategies AVID STRATEGIES
<p>Prerequisite Standard: 10.DSR C,10. RV A, B, C,10 RL 1. A, B, 10 RL 2. B, 10 RI 1. A, B, 10.LU 1. A,B, 10.W 2. A, 10.W.3 A, 10 C 1. A</p>	<p>Beyond the Standard: 12.RLa-f, 12.RV.1 a,b,c,d,e,f, 12.RL.2. B,c, 12.LU. 1. a, b,c, 12. LU.2. a2,12.W.1.B i, 12.W.2.A. i, 12.W.3. A,b,c,12.R.1. f</p>

[Unit 2: Born A Crime and Ongoing Senior Writing Unit](#)

12.DSR A,B,C,E 12.RV.1A 12.RI.1 B,C 12.W.1 i,ii,iii, 12.W.3 A,B,C	<p><u>12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</u></p> <p>A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.</p> <p><u>12.RV.1</u></p> <p>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p><u>12.RI.1</u></p> <p>B. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.</p> <p>C. Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.</p> <p><u>12.W.1</u></p> <p>i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.</p> <p>ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.</p> <p>iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.</p> <p><u>12.W.3</u></p>
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- A. Use complex sentence structure to infuse sentence variety in writing.
- B. Edit, proofread, and prepare writing for intended audience and purpose.
- C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

Essential Questions:

- What steps can I take to develop my own writer's voice?
- How can I use an anecdote to support an assertion?
- How do I tell an engaging anecdote?
- How do I write an engaging anecdote that meets assignment criteria?
- When is it appropriate to use first-person in my writing?
- What are the components of an engaging story?
- How should I structure my anecdote?
- What steps should I take to write effective literary analysis containing text-based evidence?
- How can I document my sources correctly to avoid plagiarism?
- How can I embed quotes from texts in my writing correctly?
- What are the components of effective writing?
- What reading strategies can I utilize to build vocabulary, comprehension, and fluency?

Essential Skills:

- Explaining how literary devices contribute to the overall theme
- Defining and correctly using grade level or higher vocabulary
- Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices
- Analyzing a piece of text using annotation
- Citing evidence and providing an explanation of the questions being asked
- Using simple and compound sentences in writing
- Writing and revising using academic language
- Writing a thesis that is supported by valid reasons/evidence

Vocabulary:

- Apartheid
- Expatriate
- Atrocities
- Insurrection
- Boer
- Afrikaans
- Afrikaaner
- Zulu
- Xhosa
- Colonialism
- "Coloured"
- Mother Tongue
- Colorism
- Ubuntu
- Bantu
- Education
- Faction
- Catharsis
- Subjugate
- Loophole
- Arbitrary
- Pillage
- Lineage
- Anomaly
- Ostracism
- Bias
- Assimilate
- Microcosm
- Barrage
- Matriculate
- Desecrate
- Dissipate
- Surrogate
- Euphemism
- Simile
- Allusion
- Metaphor
- Immorality Act
- Miscegenation
- Plight
- Retainer
- Patronizing
- Retribution
- Vindicated
- Reconcile
- Pariah

Performance Level Descriptors:

Fail/Does Not Meet:

A student performing at this level may show inconsistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain themes, dramatic conventions, and character types.
- Analyze literary forms and structures.
- Analyze literary devices, word choice, syntax, diction, and rhetoric.
- Describe the context that influences the historical or social function of literary texts.
- Explain the relationships between and among literary elements.
- Analyze the development of main ideas, details, and author's purpose in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument.
- Compare a variety of informational texts' purpose, format, and structure.
- Complete an employment application, workplace document, or college application.
- Identify and analyze the author's word choice and use of rhetorical devices.
- Compare authors' perspectives and viewpoints regarding similar topics.
- Compare the impact of the authors' qualifications.
- Evaluate the clarity and accuracy of information.
- Use outside sources to corroborate or challenge texts.

Pass/Proficient:

A student performing at this level may show consistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot.
- Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras.
- Compare and contrast the relationships between and among literary elements.
- Explain how an author analyzes, organizes, and connects ideas in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical devices.
- Evaluate the impact of the authors' qualifications.
- Evaluate authors' perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn.

Pass/Advanced:

A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Analyze development of and relationship(s) between theme, dramatic conventions, and

	<ul style="list-style-type: none"> Chameleon 	character types, and narrative elements. <ul style="list-style-type: none"> Analyze literary forms and structures, including the impact of structure on plot development. Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric. Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors' attitudes, viewpoints, and beliefs. Analyze the relationships between and among literary elements across traditional and contemporary texts. Analyze, verify, and/or challenge an author's information, main points, and conclusions in informational texts. Interpret data and information within informational text features. Synthesize information to evaluate relevance and quality of author's premises, claims, and evidence. Compare a variety of informational texts' purpose, format, organization, and structure. Complete or evaluate employment applications, workplace documents, or college applications. Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices. Analyze the impact of authors' qualifications. Analyze authors' perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.
Question Stems: <ul style="list-style-type: none"> Can you recall_____? When did _____ happen? Who was _____? How can you recognize_____? What is _____? How can you find the meaning of_____? Can you select_____? How would you write_____? Can you identify_____? How would you describe_____? Why do you think_____? How can you prove_____? How is _____ related to _____? What conclusions can you draw about _____? Can you predict the outcome if_____? What facts/evidence would you select to support_____? What would happen if_____? How can you make connections between_____ and _____? What do _____ and _____ have in common? How are _____ and _____ different? Why would a character/person do_____? 		Key Strategies: <ul style="list-style-type: none"> Annotate with Purpose Brainstorm Practice combining sentences Practice using the thesis-builder formula Practice identifying and using context clues to determine meaning Teach usage and mechanics using students' authentic writing samples Facilitate discussion and peer-editing Think, Pair, Share, TQE (Thought, Question, Epiphany) Implement the use of graphic organizers Teach, model, and practice the use of mnemonic devices Implement WICOR strategies WICOR Strategies (Writing, Inquiry, Collaboration, Organization, & Reading) Implement AVID strategies AVID STRATEGIES
Prerequisite Standard: 11.RV. a,b,c,d,e,f, 11.RL 2.b,c, 11.LU.1.a, b, c, LU.2.a, 11.W.1.Bi, W.2.A.i, 11.Rf, W.13.a, b, c		Beyond the Standard: 12.DSR.D, E, 12.RV.1.G, 12.RL.D, 12.RL.2.C, 12.RL.3.B,C, 12.RI.2.B, 12.W.1.C, 12.W.2.vi, 12.LU.1.A, 12.LU.2.A, 12.C.1.A.v,vi, 12.C.2B, 12.C.3.D.E., 12.C.4.E, 12.R.1.D,H

Unit 3:Information Literacy and Artificial Intelligence

12.DSR A,B,C,D,E, 12.C.2A i,ii,iii,iv,v,vi, 12.C.3 C,D,E,	12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support
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12.RV.1 A,B,C,E,F, 12.RL.2 A,B,C,D 12.RI.2 A,B,C 12.W.1A i,ii,iii,iv, 12.W.3 A,B,C,D, 12.R.1 A,B,C,D,E,F,G,H	<p>comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge for new learning.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.</p> <p><u>12.C.2</u></p> <p>A. Report orally on a topic or text or present an opinion. This includes:</p> <ul style="list-style-type: none">i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.iii. Incorporating various rhetorical devices to enhance purpose and strengthen clarity of ideas.iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion. <p><u>12.C.3</u></p> <p>C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.</p> <p>D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.</p> <p>E. Provide appropriate citation of all content from external sources.</p> <p><u>12.RV.1</u></p> <p>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>B. Use context and sentence structure to clarify the meanings of words and phrases.</p> <p>C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.</p> <p>E. Explain and analyze idiomatic language in context.</p> <p>F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.</p> <p><u>12.RL.2</u></p> <p>A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.</p> <p>B. Explain and analyze the meaning of literary, classical, and cultural allusions and how they are utilized in the text.</p> <p>C. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.</p> <p>D. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.</p> <p><u>12.RI.2</u></p> <p>A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.</p> <p>B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.</p> <p>C. Identify and explain the meaning and purpose of literary, classical, and cultural allusions in texts.</p> <p><u>12.W.1</u></p> <p>A. Write extended pieces that:</p> <ul style="list-style-type: none">i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative
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sources appropriate to the audience's knowledge.
iv. Provide a concluding section that follows from the information or explanation presented.

12.W.3

- A. Revise writing for clarity of content, accuracy, and depth of information.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
- D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

12.R.1

- A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

<p>Essential Questions:</p> <ul style="list-style-type: none"> How is reading online different from reading print? How do I enter an academic conversation? How do I prove that my sources are unbiased? Why is website credibility so difficult to determine? How do I integrate the work of others into my work without plagiarizing? How do I communicate my research process? What changes when writing gets published? What is peer review, and why is it important? How does pattern recognition help with synthesis? What is AI, and how do I use it responsibly and ethically as a productive tool? What are the most beneficial uses of and the biggest threats inherent in the use of AI? How can I avoid being manipulated or negatively impacted by AI? How has the representation of AI in science fiction evolved since Asimov's "I, Robot"? How do I maintain my privacy and safety online? 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Digital Literacy Data Literacy Parenthetical Citation Citation MLA APA Evidence Primary Source Secondary Source Annotate Annotated Bibliography Automata Intelligent Agent Artificial Intelligence Machine Learning Five Big Ideas Framework Computational Thinking Ethics Data Justice Inclusivity Metaliteracy Inquiry 	<p>Performance Level Descriptors:</p> <p><u>Fail/Does Not Meet:</u> <u>A student performing at this level may show inconsistent performance with items that ask the student to:</u></p> <ul style="list-style-type: none"> Use context, word and sentence structure, connotation, idioms, and figurative language. Explain themes, dramatic conventions, and character types. Analyze literary forms and structures. Analyze literary devices, word choice, syntax, diction, and rhetoric. Describe the context that influences the historical or social function of literary texts. Explain the relationships between and among literary elements. Analyze the development of main ideas, details, and author's purpose in informational texts. Interpret data and/or information within informational text features. Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument. Compare a variety of informational texts' purpose, format, and structure. Complete an employment application, workplace document, or college application. Identify and analyze the author's word choice and use of rhetorical devices. Compare authors' perspectives and viewpoints regarding similar topics. Compare the impact of the authors' qualifications. Evaluate the clarity and accuracy of information. Use outside sources to corroborate or challenge texts. <p><u>Pass/Proficient:</u> <u>A student performing at this level may show consistent performance with items that ask the student to:</u></p> <ul style="list-style-type: none"> Use context, word and sentence structure, connotation, idioms, and figurative language. Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements. Analyze literary forms and structures, including the impact of structure on plot. Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric. Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras. Compare and contrast the relationships between and among literary elements.
<p>Essential Skills:</p> <ul style="list-style-type: none"> Distinguish between fact and opinion. Utilize technology and Artificial Intelligence as tools for learning in a safe, ethical, and responsible manner. Read, write, discuss, and present information while giving credit to its creator. Analyze digital and traditional media for bias and accuracy and question assumptions without blindly accepting conventional wisdom. Present a compelling thesis/research project and be able to defend a point of view with facts and evidence. 		

- Utilize online citation generators to avoid plagiarism and to ensure accuracy when crediting sources.
- Reflect on my research learning process and provide peer feedback.
- Create a meaningful, visually appealing culminating research project that is free of sentence errors and plagiarism.
- Produce an accurate, thorough annotated bibliography following the model provided.

- Peer Review
- Scholarly Article
- Credible
- Reliable
- Valid
- Deep Learning
- Deep Fake
- Big Data
- 3 Golden Rules of Robotics

- Explain how an author analyzes, organizes, and connects ideas in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical devices.
- Evaluate the impact of the authors' qualifications.
- Evaluate authors' perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn.

Pass/Advanced:

A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot development.
- Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors' attitudes, viewpoints, and beliefs.
- Analyze the relationships between and among literary elements across traditional and contemporary texts.
- Analyze, verify, and/or challenge an author's information, main points, and conclusions in informational texts.
- Interpret data and information within informational text features.
- Synthesize information to evaluate relevance and quality of author's premises, claims, and evidence.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.
- Analyze the impact of authors' qualifications.
- Analyze authors' perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.

Key Strategies:

- Annotate with purpose
- Brainstorm
- Facilitate discussion
- Think, Pair, Share,
- TQE (Thought, Question, Epiphany)
- Implement the use of graphic organizers
- Teach, model, and practice the use of AI
- Teach, model, and practice the steps of the research process
- Engage students in peer editing
- Incorporate web quests
- Incorporate small-group learning and paired learning when feasible
- Teach the use of online citation generators
- Use rubrics for scoring consistency
- Use question stems to foster critical thinking
- Engage students in self-reflection and metacognition

Question Stems:

- What caused ____ to ____?
- What was the cause of ____?
- What are the similarities and differences between ____ and ____?
- What are the steps involved in ____?
- What are the different types of ____?
- What do you mean by ____?
- One exception is ____.
- This is not valid evidence because ____.
- Someone who disagrees with me might say ____.
- My research process taught me that ____.
- An example of unethical AI use is ____.
- Life without technology would be ____.
- Is there any knowledge that it would be better not to have?
- How does ____ affect ____ among ____ during ____?
- How effective is ____?
- How do people interpret or experience ____?
- To what extent does ____ predict ____?
- What might happen if ____?
- One way I can prove ____ is ____.
- I can tell this is an opinion by ____.
- How do I use ____ to ____?

- Provide authentic examples of plagiarism versus properly credited sources
- Encourage low-stakes exploration and normalize mistake-making in the early stages of the research process
- Implement WICOR strategies [WICOR Strategies](#) (Writing, Inquiry, Collaboration, Organization, & Reading)
- Implement AVID strategies [AVID STRATEGIES](#)

Prerequisite Standard: 11.R.1 A,B,C,D,E,F,G,H

Beyond the Standard: 12.R.1 A,B,C,D,E,F,G,H

[Unit 4: Heroic Ideals/ Beowulf](#)

12.DSR A,B,C,E,
12.RV.1 A,B,C,E,F,
12.RL.1 A,B,C,
12.RL.2 A,B,C,D,
12.RI.2 A,B,C,
12.R.1 C,
12.C.2 A
i,ii,iii,iv,v,vi,
12.C.3 A,B,C,D,E,
12.W.1 i,ii,iii,
12.W.2 A
i,ii,iii,iv,v,vi,
12.W.3 A,B,C,D

12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

12.RV.1

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and sentence structure to clarify the meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- E. Explain and analyze idiomatic language in context.
- F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.

12.RL.1

- A. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.
- B. Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.
- C. Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

12.RL.2

- A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.
- B. Explain and analyze the meaning of literary, classical, and cultural allusions and how they are utilized in the text.
- C. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
- D. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

12.RI.2

- A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
- B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.
- C. Identify and explain the meaning and purpose of literary, classical, and cultural allusions in texts.

12.R.1.C

C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.

12.C.2

A. Report orally on a topic or text or present an opinion. This includes:

- i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
- ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
- iii. Incorporating various rhetorical devices to enhance purpose and strengthen clarity of ideas.
- iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
- v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
- vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

12.C.3

- A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
- B. Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
- C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.
- D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.
- E. Provide appropriate citation of all content from external sources.

12.W.1

- i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
- iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

12.W.2

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
 - i. Composing a thesis statement that clearly communicates the writer's position or assertion.
 - ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
 - iii. Selecting appropriate evidence from multiple texts to clarify ideas illustrate a counterargument, and/or strengthen a thesis in writing.
 - iv. Contextualizing evidence from sources effectively with proper introduction, thorough explanation, and appropriate citation.
 - v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
 - vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/concrete details, diction, and purposeful word choice.

12.W.3

- A. Use complex sentence structure to infuse sentence variety in writing.
- B. Edit, proofread, and prepare writing for intended audience and purpose.
- C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Essential Questions:

- How are histories of violence challenged?

Vocabulary:

Performance Level Descriptors:

Fail/Does Not Meet:

A student performing at this level may show inconsistent performance with items that ask the

- How does a nation develop an identity, and how do narratives influence it?
- How do versions of the same stories expand and/or limit the originals?
- How does the structure of *Beowulf* relate to the theme or themes of the work as a whole?
- What role does patriarchal history play in *Beowulf*, and why does it matter to the warriors who their ancestors were?
- What role does religion play in *Beowulf*?
- What is the role of treasure in *Beowulf*?
- What is the role of women in the heroic culture of *Beowulf*?

Essential Skills:

- Explaining how literary devices contribute to the overall theme
- Defining and correctly using grade level or higher vocabulary
- Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices
- Analyzing a piece of text using annotation
- Citing evidence and providing an explanation of the questions being asked
- Using simple and compound sentences in writing
- Writing and revising using academic language
- Writing a thesis that is supported by valid reasons/evidence
- Independently reading and analyzing texts, sometimes several concurrently
- Leading discussion of the literary, cultural, and historical significance of canonical and contemporary texts
- Analyzing critically and listening actively
- Utilizing the writing process to write effectively and accurately in a variety of styles and formats
- Managing time effectively and planning for assignments
- Developing an enriched vocabulary and a greater appreciation for exact diction
- Expressing self orally with clarity and willingness

- Archetype
- Alliteration
- Allusion
- Kenning
- Hyperbole
- Caesura
- Foreshadowing
- Theme
- Anecdote
- Hubris
- Feud
- Pagan
- Mortality
- Heroic Ideal
- Chivalry
- Heroism
- Honor
- Lineage
- Loyalty
- Warrior Code
- Scandinavia
- Patriarchy
- Epic Poem
- Epic Hero
- Bout
- Vie
- Stalwart
- Manuscript
- Anglo-Saxon
- Bayeux Tapestry
- Prowess
- Scourge
- Rampage
- Whale-road
- Steadfast
- Revered
- Affliction
- Canny
- Looming
- Plight
- Glut
- Word-hoard
- Kith
- Murk
- Mettle
- Wield
- Anathema
- Lair
- Aghast
- Wassail
- Mead hall
- Renege
- Dole

student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
 - Explain themes, dramatic conventions, and character types.
 - Analyze literary forms and structures.
 - Analyze literary devices, word choice, syntax, diction, and rhetoric.
 - Describe the context that influences the historical or social function of literary texts.
- Explain the relationships between and among literary elements.
- Analyze the development of main ideas, details, and author's purpose in informational texts.
 - Interpret data and/or information within informational text features.
 - Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument.
 - Compare a variety of informational texts' purpose, format, and structure.
 - Complete an employment application, workplace document, or college application.
 - Identify and analyze the author's word choice and use of rhetorical devices.
 - Compare authors' perspectives and viewpoints regarding similar topics.
 - Compare the impact of the authors' qualifications.
 - Evaluate the clarity and accuracy of information.
 - Use outside sources to corroborate or challenge texts.

Pass/Proficient:

A student performing at this level may show consistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot.
- Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras.
- Compare and contrast the relationships between and among literary elements.
- Explain how an author analyzes, organizes, and connects ideas in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical devices.
- Evaluate the impact of the authors' qualifications.
- Evaluate authors' perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn.

Pass/Advanced:

A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot development.
- Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors' attitudes, viewpoints, and beliefs.
- Analyze the relationships between and among literary elements across traditional and contemporary texts.
- Analyze, verify, and/or challenge an author's information, main points, and conclusions in

- Rampant
- Thresh
- Moored
- Sentry
- Thane
- Recompense
- Heathen
- Respite
- Manacle
- Malignant
- Remorse
- Rabid
- Forfeit
- Interloper
- Monger
- Turmoil
- Resolute
- Wreak
- Gorged
- Spurn
- Maul
- Venture
- Forestall
- Recoil
- Unscathed
- Carnage
- Renown

informational texts.

- Interpret data and information within informational text features.
- Synthesize information to evaluate relevance and quality of author's premises, claims, and evidence.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.
- Analyze the impact of authors' qualifications.
- Analyze authors' perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.

Key Strategies:

- Annotate with Purpose
- Brainstorm
- Practice combining sentences
- Practice using the thesis-builder formula
- Practice identifying and using context clues to determine meaning
- Teach usage and mechanics using students' authentic writing samples
- Facilitate discussion and peer-editing
- Think, Pair, Share,
- TQE (Thought, Question, Epiphany)
- Implement Graphic Organizers
- Teach mnemonic devices
- Utilize document-based questioning
- Use concentric circles for discussion/reading
- Implement WICOR strategies [WICOR Strategies](#) (Writing, Inquiry, Collaboration, Organization, & Reading)
- Implement AVID strategies [AVID STRATEGIES](#)

Question Stems:

- Lineage/family heritage is important because_____.
- An epic hero is someone who_____.
- Heroism is_____.
- How would you summarize_____?
- Women in *Beowulf* are_____.
- What was the cause of_____?
- In *Beowulf*, the social world excludes_____.
- In *Beowulf*, the social world includes_____.
- How would you evaluate_____?
- Gold and gift-giving in *Beowulf* reflect_____.
- Symbols in *Beowulf* are_____.
- What would happen if_____?
- What is an example of_____?
- What further information would support your idea about_____?
- Assess the validity of _____.
- Analyze the impact of_____.
- How would you determine_____?
- Motifs in *Beowulf* are_____.
- What is the main idea of _____?
- Compare and contrast _____and_____.
- How/why does the author_____?
- How would you use_____?

Prerequisite Standard:

Beyond the Standard:

11.RV. a,b,c,d,e,f, 11.RL 2.b,c, 11.LU.1.a, b, c, LU.2.a, 11.W.1.Bi, W.2.A.i, 11.Rf, W.13.a,b,c

12.DSR.D, E, 12.RV.1.G, 12.RL.D, 12.RL.2.C, 12.RL.3.B,C, 12.RI.2.B, 12.W.1.C, 12.W.2.vi, 12.LU.1.A, 12.LU.2.A, 12.C.1.A.v,vi, 12.C.2B, 12.C.3.D.E., 12.C.4.E, 12.R.1.D,H

Unit 5: The Caribbean, Africa, and Asia

12.DSR A,B,C,D,E,
12.RV.1 A,B,E,F,G,
12.RL.2 B,
12.RL.3 B,C,
12.RI.2 B,
12.W.1 A i,ii,iii,C,
12.W.3 A,B,C,D,
12.C.1 A
i,ii,iii,iv,v,vi,
12.R.1 F,H

12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.

C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge for new learning.

E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

12.RV.1

A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

B. Use context and structure to clarify the meanings of words and phrases.

E. Explain and analyze idiomatic language in context.

F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.

G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

12.RL.2

B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.

12.RL.3

B. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.

C. Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

12.RI.2

B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.

12.W.1

A. Write extended pieces that:

i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.

iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

C. Blend multiple modes of writing by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

12.W.3

- A. Use complex sentence structure to infuse sentence variety in writing.
- B. Edit, proofread, and prepare writing for intended audience and purpose.
- C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

12.C.1

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts.
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully
 - ii. Responding thoughtfully and tactfully with evidence to diverse perspectives
 - iii. Summarizing points of agreement and disagreement
 - iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose
 - v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses, evidence and reasoning, and conclusion
 - vi. Using reflection to evaluate one's own role in the group process in small group activities

12.R.1

- F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- H. Demonstrate ethical and responsible use of all sources, including the internet, Artificial Intelligence (AI), and new technologies as they develop.

Essential Questions:

- How has the physical environment affected human activity in the region?
- How did colonialism impact the people of the Caribbean Islands?
- What are our responsibilities as global citizens?
- How does the name you are given impact your life?
- How does your name impact your home or what you call home?
- Should those affected by development in their country have a voice to communicate their concerns? If so, to what degree should their concerns be considered?
- What are the dangers of stereotypical narrative representations of groups of people?
- How does the media present a "single story" about cultural groups, socioeconomic groups, and races?
- In what ways can we use personal narratives to expand our stories and to recognize the stories of others?
- What is a historical document? What types of documents can I look at to better understand the time period I am studying?
- Why did many educated people in Europe and the United States believe that the world was made up of different races and that some races were both biologically and culturally superior to others?
- How were these racial ideas used to justify imperial conquests in Africa, Asia, and the Caribbean?
- What is a nation?
- What is a nation-state?
- What is an example of a constructed nation?

Vocabulary:

- Colonialism
- Imperialism
- Slavery
- Nationalism
- Nation-State
- Nation
- Constructed Nation
- Culture
- Politics
- Economy
- Civil Disobedience
- Nonviolent Protest
- Indigenous
- Boycott
- Displacement
- Cultural Erosion
- Cultural Assimilation
- Autonomy
- Decolonization
- Colonization
- Cultural Resurgence

Performance Level Descriptors:

Fail/Does Not Meet:

A student performing at this level may show inconsistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain themes, dramatic conventions, and character types.
- Analyze literary forms and structures.
- Analyze literary devices, word choice, syntax, diction, and rhetoric.
- Describe the context that influences the historical or social function of literary texts.
- Explain the relationships between and among literary elements.
- Analyze the development of main ideas, details, and author's purpose in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument.
- Compare a variety of informational texts' purpose, format, and structure.
- Complete an employment application, workplace document, or college application.
- Identify and analyze the author's word choice and use of rhetorical devices.
- Compare authors' perspectives and viewpoints regarding similar topics.
- Compare the impact of the authors' qualifications.
- Evaluate the clarity and accuracy of information.
- Use outside sources to corroborate or challenge texts.

Pass/Proficient:

A student performing at this level may show consistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot.
- Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical or social context on literary texts, including

- How did Europeans view indigenous cultures?
- How have colonized nations been viewed throughout history?

Essential Skills:

- Explaining how literary devices contribute to the overall theme
- Defining and correctly using grade level or higher vocabulary
- Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices
- Analyzing a piece of text using annotation
- Citing evidence and providing an explanation of the questions being asked
- Using simple and compound sentences in writing
- Writing and revising using academic language
- Writing a thesis that is supported by valid reasons/textual evidence
- Independently reading and analyzing texts, sometimes several concurrently
- Leading discussion of the literary, cultural, and historical significance of canonical and contemporary texts
- Analyzing critically and listening actively
- Utilizing the writing process to write effectively and accurately in a variety of styles and formats
- Managing time effectively and planning for assignments
- Developing an enriched vocabulary and a greater appreciation for exact diction
- Expressing self orally with clarity and willingness
- Actively engaging and extending beyond the text
- Recognizing the uniqueness and value of all human beings

- Settler Colonialism
- Extractive Colonialism
- Plantation Colonialism
- Territory
- Exploitation
- Subjugation
- Universal Human Rights
- Ethnocentrism
- Ethnolinguistic Group
- Ethnicity
- Demographics
- Generational Trauma

similarities/differences across cultures and eras.

- Compare and contrast the relationships between and among literary elements.
- Explain how an author analyzes, organizes, and connects ideas in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical devices.
- Evaluate the impact of the authors' qualifications.
- Evaluate authors' perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn.

Pass/Advanced:

A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot development.
- Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors' attitudes, viewpoints, and beliefs.
- Analyze the relationships between and among literary elements across traditional and contemporary texts.
- Analyze, verify, and/or challenge an author's information, main points, and conclusions in informational texts.
- Interpret data and information within informational text features.
- Synthesize information to evaluate relevance and quality of author's premises, claims, and evidence.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.
- Analyze the impact of authors' qualifications.
- Analyze authors' perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.

Key Strategies:

- Annotate with Purpose
- Brainstorm
- Practice identifying and using context clues to determine meaning
- Teach usage and mechanics using students' authentic writing samples
- Facilitate discussion and peer-editing
- Think, Pair, Share,
- TQE (Thought, Question, Epiphany)
- Implement the use of graphic organizers
- Teach mnemonic devices
- Incorporate hyperdocs for easy organization and management.
- Implement WICOR strategies [WICOR Strategies](#) (Writing, Inquiry, Collaboration, Organization, & Reading)
- Implement AVID strategies [AVID STRATEGIES](#)

Question Stems:

- Lineage and family/cultural heritage are important because_____.
- How would you summarize_____?
- What was the cause of_____?
- How would you evaluate_____?
- What would happen if_____?
- What further information would support your idea about_____?
- Assess the validity of _____.
- Analyze the impact of_____.
- How would you determine_____?
- Compare and contrast _____and_____.
- How/why does the author_____?
- If my name was_____, how would my life be different?
- A single story she told about me was_____.
- A single story I told about someone else was_____.
- Personal narratives can be used to_____.
- Colonialism affected enslaved people by_____.
- Colonialism represents_____.
- What is your perspective about_____?

- What does the root/affix in the word_____ mean?
- How does the author's inclusion of paragraph_____ contribute to the text?
- How does_____ react when faced with_____?
- What can you infer about the relationship between_____and_____?
- What does_____mean? What clues helped you reach that conclusion?
- How can you apply_____to_____?
- What information can you gather to support your idea about_____?
- Is_____morally or ethically acceptable?
- Was_____justified in their actions and choices?
- What facts would you select to support_____?

- Support students with creating mind maps to express their understanding of material through cause and effect chains, connections between concepts, and main idea versus details.
- Facilitate the creation of story webs, timelines, and concept maps for illustrating relationships between ideas.

Prerequisite Standard:

11.RV. a,b,c,d,e,f, 11.RL 2.b,c, 11.LU.1.a, b, c, LU.2.a, 11.W.1.Bi, W.2.A.i, 11.Rf, W.13.a,b,c

Beyond the Standard:

12.DSR.D, E, 12.RV.1.G, 12.RL.D, 12.RL.2.C, 12.RL.3.B,C, 12.RI.2.B, 12.W.1.C, 12.W.2.vi, 12.LU.1.A, 12.LU.2.A, 12.C.1.A.v,vi, 12.C.2B, 12.C.3.D.E, 12.C.4.E, 12.R.1.D,H

[Unit 6: Mary Prince and Colonialism](#)

12.DSR A,B,C,D,
12.RV.1 A,B,E,F,G,
12.RL.2 B,
12.RL.3 B,C,
12.RI.2 B,
12.W.1 A, i,ii,iii,C,
12.W.3 A,B,C,D,
12.C.1 A
i,ii,iii,iv,v,vi,
12.R.1 F,H

12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.

C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge for new learning.

E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

12.RV.1

A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

B. Use context and structure to clarify the meanings of words and phrases.

E. Explain and analyze idiomatic language in context.

F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.

G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

12.RL.2

B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.

12.RL.3

B. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.

C. Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

12.RI.2

B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.

12.W.1

A. Write extended pieces that:

- i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
- iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

C. Blend multiple modes of writing by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

12.W.3

A. Use complex sentence structure to infuse sentence variety in writing.

B. Edit, proofread, and prepare writing for intended audience and purpose.

C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

12.C.1

A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts.

- i. Applying a variety of strategies to listen actively and speak purposefully and respectfully
- ii. Responding thoughtfully and tactfully with evidence to diverse perspectives
- iii. Summarizing points of agreement and disagreement
- iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose
- v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses, evidence and reasoning, and conclusion
- vi. Using reflection to evaluate one's own role in the group process in small group activities

12.R.1

F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

H. Demonstrate ethical and responsible use of all sources, including the internet, Artificial Intelligence (AI), and new technologies as they develop.

Essential Questions:	Vocabulary:	Performance Level Descriptors:
<ul style="list-style-type: none">• What factors inspired the campaign to abolish slavery?• How did Mary Prince's perspective on her life change as it progressed?• What are the visible and invisible borders that influence our sense of identity and belonging in the world?• What are the borders that separate "us" from "them"? Who maintains these borders? Who has the power to dismantle them?• What story do I want to tell about who I am and what matters to me?• What are the generational impacts of the trauma of colonization and slavery?• How do authors influence each other?• Why is Mary Prince's narrative so important?• How is language used to change our thoughts and behaviors?• What is the purpose of storytelling?• How is our understanding of cultures shaped by language?	<ul style="list-style-type: none">• African Diaspora• Narrative• Cultural Appropriation• Perspective• Multilingualism• Colonization• National Self-Consciousness• Vernacular• Chronicle• Enterprise• Ineffable• Moravian Church• Anti-Slavery Society	<p>Fail/Does Not Meet:</p> <p><u>A student performing at this level may show inconsistent performance with items that ask the student to:</u></p> <ul style="list-style-type: none">• Use context, word and sentence structure, connotation, idioms, and figurative language.• Explain themes, dramatic conventions, and character types.• Analyze literary forms and structures.• Analyze literary devices, word choice, syntax, diction, and rhetoric.• Describe the context that influences the historical or social function of literary texts.• Explain the relationships between and among literary elements.• Analyze the development of main ideas, details, and author's purpose in informational texts.• Interpret data and/or information within informational text features.• Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument.• Compare a variety of informational texts' purpose, format, and structure.• Complete an employment application, workplace document, or college application.• Identify and analyze the author's word choice and use of rhetorical devices.• Compare authors' perspectives and viewpoints regarding similar topics.• Compare the impact of the authors' qualifications.• Evaluate the clarity and accuracy of information.

<p>Essential Skills:</p> <ul style="list-style-type: none">• Explaining how literary devices contribute to the overall theme• Defining and correctly using grade level or higher vocabulary• Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices• Analyzing a piece of text using annotation• Citing evidence and providing an explanation of the questions being asked• Using simple and compound sentences in writing• Writing and revising using academic language• Writing a thesis that is supported by valid reasons/textual evidence• Independently reading and analyzing texts, sometimes several concurrently• Leading discussion of the literary, cultural, and historical significance of canonical and contemporary texts• Analyzing critically and listening actively• Engaging in genuine and relevant inquiry into “big ideas”• Recognizing the power that comes with telling one’s own story and engaging with the stories of others• Perspective-taking to develop empathy and recognize the limits of any one person’s point of view.• Utilizing the writing process to write effectively and accurately in a variety of styles and formats• Managing time effectively and planning for assignments• Developing an enriched vocabulary and a greater appreciation for exact diction• Expressing self orally with clarity and willingness• Demonstrating an increasing sense of confidence in the ability to communicate ideas clearly and effectively when speaking and writing	<ul style="list-style-type: none">• Abolitionist• Slave Narrative• Slavery• Abolition Act of 1833• Decolonization• Primary Source• Secondary Source• Capitalism• Framing (story within a story)• *Vocabulary words from the previous units• Triangular Route• Blackbirding• Providence• Rheumatism• Manumission• Advocacy	<ul style="list-style-type: none">• Use outside sources to corroborate or challenge texts. <p><u>Pass/Proficient:</u> <u>A student performing at this level may show consistent performance with items that ask the student to:</u></p> <ul style="list-style-type: none">• Use context, word and sentence structure, connotation, idioms, and figurative language.• Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements.• Analyze literary forms and structures, including the impact of structure on plot.• Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric.• Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras.• Compare and contrast the relationships between and among literary elements.• Explain how an author analyzes, organizes, and connects ideas in informational texts.• Interpret data and/or information within informational text features.• Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.• Compare a variety of informational texts’ purpose, format, organization, and structure.• Complete or evaluate employment applications, workplace documents, or college applications.• Analyze the impact of word choice, literary techniques, and rhetorical devices.• Evaluate the impact of the authors’ qualifications.• Evaluate authors’ perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn. <p><u>Pass/Advanced:</u> <u>A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:</u></p> <ul style="list-style-type: none">• Use context, word and sentence structure, connotation, idioms, and figurative language.• Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.• Analyze literary forms and structures, including the impact of structure on plot development.• Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.• Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors’ attitudes, viewpoints, and beliefs.• Analyze the relationships between and among literary elements across traditional and contemporary texts.• Analyze, verify, and/or challenge an author’s information, main points, and conclusions in informational texts.• Interpret data and information within informational text features.• Synthesize information to evaluate relevance and quality of author’s premises, claims, and evidence.• Compare a variety of informational texts’ purpose, format, organization, and structure.• Complete or evaluate employment applications, workplace documents, or college applications.• Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.• Analyze the impact of authors’ qualifications.• Analyze authors’ perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn. <p>Key Strategies:</p> <ul style="list-style-type: none">• Annotate with Purpose
<p>Question Stems:</p> <ul style="list-style-type: none">• Can you explain why____?• What can you learn from____?• What factors would need to change in order for____?• What facts would you select to support____?• What genre is this text, and how can you tell?• According to the text, what caused____to____?• Describe the relationship between____ and____.• Does____meet the specified criteria?• Is____morally or ethically acceptable?• How would you rephrase____?• How is____connected to____?• How does the author’s use of____help readers understand the text?• What does the author mean when they say____?• Based on what you have read, what is the most important thing a reader should know about____?• How does the author’s inclusion of____contribute to the text?		

<ul style="list-style-type: none"> • What effect does the author create with the use of_____? • Which words/phrases best state the meaning of_____? • Use what you know to_____. • How would you classify or sort_____? • How can you disprove_____? • The next steps are_____. • This point of view is valid because_____. • What do you wonder about_____? • The author uses figurative language and literary devices to_____. • The theme of the text is_____. • How do you document this source? • What does the root/affix in the word_____mean? • The context clue that helped you figure out the meaning of the word is_____. • Mary Prince critiques_____. • Mary Prince focuses on _____ in her account. 	<ul style="list-style-type: none"> • Brainstorm • Practice combining sentences • Practice using the thesis-builder formula • Practice identifying and using context clues to determine meaning • Teach usage and mechanics using students' authentic writing samples • Facilitate discussion and peer-editing • Think, Pair, Share, • TQE (Thought, Question, Epiphany) • Implement the use of graphic organizers • Teach mnemonic devices • Think aloud when reading/annotating texts and model the process for the class, naming the invisible literacy moves that you are making and the reasoning behind each annotation. Have students practice their moves in pairs before asking them to work independently. • Incorporate hyperdocs for easy organization and management • Implement WICOR strategies WICOR Strategies (Writing, Inquiry, Collaboration, Organization, & Reading) • Implement AVID strategies AVID STRATEGIES • Support students with creating mind maps to express their understanding of material through cause and effect chains, connections between concepts, and main idea versus details. • Facilitate the creation of story webs, timelines, and concept maps for illustrating relationships between ideas.
<p>Prerequisite Standard: 11.RV. a,b,c,d,e,f, 11.RL 2.b,c, 11.LU.1.a, b, c, LU.2.a, 11.W.1.Bi, W.2.A.i, 11.Rf, W.13.a,b,c</p>	<p>Beyond the Standard: 12.DSR.D, E, 12.RV.1.G, 12.RL.D, 12.RL.2.C, 12.RL.3.B,C, 12.RI.2.B, 12.W.1.C, 12.W.2.vi, 12.LU.1.A, 12.LU.2.A, 12.C.1.A.v,vi, 12.C.2B, 12.C.3.D.E., 12.C.4.E, 12.R.1.D,H</p>

[Unit 7:Fantasy, Horror, & The Supernatural/Introduction to Macbeth](#)

<p>12.DSR A,B,C,D,E, 12.RV.1 A,B,C,E,F,G, 12.RL.2 A,B,C 12.RI.2 A,B, 12.W.1 A i,ii,iii,C, 12.W.3 A,B,C,D, 12.C.1 A, i,ii,iii,iv,v,vi, 12.C.2 A, i, ii,iii,iv,v,vi, 12.C.3 A,B,C,D,E, 12.R.1 A,B,C,D,E,F,G,H</p>	<p><u>12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</u></p> <p>A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge for new learning.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.</p> <p><u>12.RV.1</u></p> <p>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>B. Use context and structure to clarify the meanings of words and phrases.</p> <p>C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.</p> <p>E. Explain and analyze idiomatic language in context.</p> <p>F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.</p>
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G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

12.RL.2

- A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.
- B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
- C. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

12.RL.2

- A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
- B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.

12.W.1

A. Write extended pieces that:

- i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
- C. Blend multiple modes of writing by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

12.W.3

- A. Use complex sentence structure to infuse sentence variety in writing.
- B. Edit, proofread, and prepare writing for intended audience and purpose.
- C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

12.C.1

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts.
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully
 - ii. Responding thoughtfully and tactfully with evidence to diverse perspectives
 - iii. Summarizing points of agreement and disagreement
 - iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose
 - v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses, evidence and reasoning, and conclusion
 - vi. Using reflection to evaluate one's own role in the group process in small group activities

12.C.2

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information
 - ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting
 - iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas
 - iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate
 - v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations
 - vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses, evidence and reasoning, and conclusion.

12.C.3

- A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.

- B.Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
- C.Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.
- D.Organize information to create media messages with visual, audio, and graphic components to convey meaning.
- E.Provide appropriate citation of all content from external sources.

12.R.1

- A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D.Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- G .Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the internet, Artificial Intelligence (AI), and new technologies as they develop.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways do we allow others to influence us? • How much control do we have over our own lives, choices, and actions? Are we victims of fate, or do we have free will? • What is the difference between fate and free will? • What drives individuals to succeed? • Can violence ever be justified? • Is there a difference between magic and religion? • How and why do authors like Shakespeare use elements of the supernatural, fantasy, and horror to challenge perceptions of reality? • What statement(s) about human behavior/society do literary works and films in the Supernatural/Fantasy/Horror genre make? • How are Dark Romanticism and Gothic literature similar and different? • How do watching scary movies and reading scary literature affect the mind and the body? • Using the tropes of horror fiction, how can authors/filmmakers sometimes make commentaries or observations about the larger culture or cultural issues more effectively than they could if they were writing/directing straightforward, realistic fiction? • Define horror. What qualities or characteristics make a text or film horrifying? <p>Essential Skills:</p> <ul style="list-style-type: none"> • Explaining how literary devices contribute to the overall theme • Defining and correctly using grade level or higher vocabulary • Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Fate • Free will • Foreshadowing • Suspense • Tone • Mood • Allusion • Mass Hysteria • Persecution • Characterization • Character Trait • Mortality • Immortality • Conflict • Supernatural • Horror • Fantasy • Genre • Witchcraft • Manifestation • Macabre • Dark Romanticism • Gothic Literature • Transgression • Catharsis • Satire • Irony • Vicarious • Adrenaline • Dopamine 	<p>Performance Level Descriptors:</p> <p><u>Fail/Does Not Meet:</u> <u>A student performing at this level may show inconsistent performance with items that ask the student to:</u></p> <ul style="list-style-type: none"> • Use context, word and sentence structure, connotation, idioms, and figurative language. • Explain themes, dramatic conventions, and character types. • Analyze literary forms and structures. • Analyze literary devices, word choice, syntax, diction, and rhetoric. • Describe the context that influences the historical or social function of literary texts. • Explain the relationships between and among literary elements. • Analyze the development of main ideas, details, and author's purpose in informational texts. • Interpret data and/or information within informational text features. • Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument. • Compare a variety of informational texts' purpose, format, and structure. • Complete an employment application, workplace document, or college application. • Identify and analyze the author's word choice and use of rhetorical devices. • Compare authors' perspectives and viewpoints regarding similar topics. • Compare the impact of the authors' qualifications. • Evaluate the clarity and accuracy of information. • Use outside sources to corroborate or challenge texts. <p><u>Pass/Proficient:</u> <u>A student performing at this level may show consistent performance with items that ask the student to:</u></p> <ul style="list-style-type: none"> • Use context, word and sentence structure, connotation, idioms, and figurative language. • Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements. • Analyze literary forms and structures, including the impact of structure on plot. • Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric. • Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras. • Compare and contrast the relationships between and among literary elements. • Explain how an author analyzes, organizes, and connects ideas in informational texts. • Interpret data and/or information within informational text features. • Evaluate validity, relevance, and accuracy of reasoning and evidence provided for
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- Analyzing a piece of text using annotation
- Citing evidence and providing an explanation of the questions being asked
- Using simple and compound sentences in writing
- Writing and revising using academic language
- Writing a thesis that is supported by valid reasons/textual evidence
- Independently reading and analyzing texts, sometimes several concurrently
- Leading discussion of the literary, cultural, and historical significance of canonical and contemporary texts
- Analyzing critically and listening actively
- Engaging in genuine and relevant inquiry into “big ideas”
- Using technology and digital media strategically, capably, and ethically
- Utilizing the writing process to write effectively and accurately in a variety of styles and formats
- Managing time effectively and planning for assignments
- Developing an enriched vocabulary and a greater appreciation for exact diction
- Expressing self orally with clarity and willingness
- Demonstrating an increasing sense of confidence in the ability to communicate ideas clearly and effectively when speaking and writing
- Demonstrating command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Interpreting a literary/cinematic work by identifying the language, structure, devices, and techniques used by the author/creator and determining how they contribute to its meaning
- Determining or clarifying the meaning of unknown and multiple meaning words and phrases based on grade 12 or higher reading and content, choosing flexibly from a range of strategies

- Serotonin
- Oxytocin
- Exposure Therapy
- Morbid Curiosity
- Surrogate Experience
- Tragic Flaw
- Trope
- Motif
- Symbol

arguments and claims.

- Compare a variety of informational texts’ purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical devices.
- Evaluate the impact of the authors’ qualifications.
- Evaluate authors’ perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn.

Pass/Advanced:

A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot development.
- Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors’ attitudes, viewpoints, and beliefs.
- Analyze the relationships between and among literary elements across traditional and contemporary texts.
- Analyze, verify, and/or challenge an author’s information, main points, and conclusions in informational texts.
- Interpret data and information within informational text features.
- Synthesize information to evaluate relevance and quality of author’s premises, claims, and evidence.
- Compare a variety of informational texts’ purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.
- Analyze the impact of authors’ qualifications.
- Analyze authors’ perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.

Key Strategies:

- Annotate with Purpose
- Brainstorm
- Practice combining sentences
- Practice using the thesis-builder formula
- Practice identifying and using context clues to determine meaning
- Teach usage and mechanics using students’ authentic writing samples
- Facilitate discussion and peer-editing
- Think, Pair, Share,
- TQE (Thought, Question, Epiphany)
- Implement the use of graphic organizers
- Teach mnemonic devices
- Think aloud when reading/annotating texts and model the process for the class, naming the invisible literacy moves that you are making and the reasoning behind each annotation. Have students practice their moves in pairs before asking them to work independently.
- Incorporate hyperdocs for easy organization and management
- Implement WICOR strategies [WICOR Strategies](#)

Question Stems:

- Can you explain why____?
- What can you learn from____?
- What factors would need to change in order for____?
- What facts would you select to support____?
- What genre is____, and how can you tell?
- According to the text, what caused____to____?
- Describe the relationship between____ and____.
- Does____meet the specified criteria?
- Is____morally or ethically acceptable?
- How would you rephrase____?
- How is____connected to____?
- How does the author’s use of____help readers understand the text?
- What does the author mean when they say____?
- Based on what you have read, what is the most important thing a reader should know about____?

- How does the author's inclusion of _____ contribute to the text?
- What effect does the author create with the use of _____?
- Which words/phrases best state the meaning of _____?
- Use what you know to _____.
- How would you classify or sort _____?
- How can you disprove _____?
- The next steps are _____.
- This point of view is valid because _____.
- _____ makes me wonder _____?
- The author uses figurative language and literary devices to _____.
- The theme of the text is _____.
- What does the root/affix in the word _____ mean?
- The context clue that helped you figure out the meaning of the word is _____.
- How does _____ change throughout the story/film?
- Retell _____ in your own words.
- Why is _____ significant?
- What can you predict/infer from _____?
- What do you remember about _____?
- What were some of the motives behind _____?
- What questions would you ask of _____?
- Our definitions of good and evil come from _____.
- How would you adapt _____ to create a different _____?
- How can you apply _____ to _____?

(Writing, Inquiry, Collaboration, Organization, & Reading)

- Support students with creating mind maps to express their understanding of material through cause and effect chains, connections between concepts, and main idea versus details.
- Facilitate the creation of story webs, timelines, and concept maps for illustrating relationships between ideas.
- Teach and model the use of context clues while actively reading.
- Teach students the process of independent inquiry.

★ [How To Ease Students Into Independent Inquiry Projects | KOED](#)

★ [Implementing WICOR®: Inquiry - AVID Open Access](#)

★ [How Teachers Can Cultivate Curiosity Among Middle and High School Students | Edutopia](#)

Prerequisite Standard:

11.RV. a,b,c,d,e,f, 11.RL 2.b,c, 11.LU.1.a, b, c, LU.2.a, 11.W.1.Bi, W.2.A.i, 11.Rf, W.13.a,b,c

Beyond the Standard:

12.DSR.D, E, 12.RV.1.G, 12.RL.D, 12.RL.2.C, 12.RL.3.B,C, 12.RI.2.B, 12.W.1.C, 12.W.2.vi, 12.LU.1.A, 12.LU.2.A, 12.C.1.A.v,vi, 12.C.2B, 12.C.3.D.E., 12.C.4.E, 12.R.1.D,H

Unit 8:Macbeth

12.DSR A,B,C,D,E,
12.RV.1
A,B,C,D,E,F,G.
12.RL.2 A,B,C,
12.RI.2 A,B,
12.W.1 A i,ii,iii,C,
12.W.3 A,B,C,D,
12.C.1 A,
i,ii,iii,iv,v,vi,
12.C.2 A,
i,ii,iii,iv,v,vi,
12.C.3 A,B,C,D,E,
12.R.1
A,B,C,D,E,F,G,H

12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

A. Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.

C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge for new learning.

E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

12.RV.1

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and structure to clarify the meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- E. Explain and analyze idiomatic language in context.
- F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

12.RL.2

- A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.
- B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
- C. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

12.RI.2

- A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
- B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.

12.W.1

- A. Write extended pieces that:
 - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
- C. Blend multiple modes of writing by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

12.W.3

- A. Use complex sentence structure to infuse sentence variety in writing.
- B. Edit, proofread, and prepare writing for intended audience and purpose.
- C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

12.C.1

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts.
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully
 - ii. Responding thoughtfully and tactfully with evidence to diverse perspectives
 - iii. Summarizing points of agreement and disagreement
 - iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose
 - v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses, evidence and reasoning, and conclusion
 - vi. Using reflection to evaluate one's own role in the group process in small group activities

12.C.2

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information
 - ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting
 - iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas
 - iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate

- v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations
- vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses, evidence and reasoning, and conclusion.

12.C.3

- A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
- B. Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
- C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.
- D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.
- E. Provide appropriate citation of all content from external sources.

12.R.1

- A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the internet, Artificial Intelligence (AI), and new technologies as they develop.

Essential Questions:

- Whom do you trust to give you good advice?
- From what point of view is *Macbeth* written, and how does the point of view affect the reader's perspective of the play?
- How does Shakespeare use the motifs of sleep/dreams/hallucinations in *Macbeth*?
- Notice the light/dark imagery throughout *Macbeth*. What kinds of events occur in the dark? What kinds of events occur in the light?
- Does Macbeth have any redeeming qualities?
- How would *Macbeth* be different if it were written/told from Lady Macbeth's point of view?
- Explain the role of prophecy in *Macbeth*.
- How do the symbols blood and the weather function in *Macbeth*?
- Is humankind inherently good or evil?
- When does a positive personality trait become a tragic flaw?
- Why is it important for people and cultures to construct narratives about their experiences?
- From what origins do we derive our definitions/notions of good and evil?
- Is Lady Macbeth a villain or a victim?
- Whose ambition, Macbeth's, Lady Macbeth's, or both, is the driving force of the play?
- What are some of the characteristics that grant or invalidate the moral legitimacy of absolute power?
- Is *Macbeth* a moral play?

Vocabulary:

- Motif
- Prophecy
- Catharsis
- Tragedy
- Tragic Hero
- Tragic Flaw
- Monologue
- Soliloquy
- Aside
- Dramatic Conventions
- Hubris
- Ambition
- Heinous
- Transgression
- Remorse
- Symbol
- Theme
- Foreshadowing
- Narrative Point of View
- [Macbeth: Vocabulary/Glossary of Terms | Utah Shakespeare Festival](#)

Performance Level Descriptors:

Fail/Does Not Meet:

A student performing at this level may show inconsistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain themes, dramatic conventions, and character types.
- Analyze literary forms and structures.
- Analyze literary devices, word choice, syntax, diction, and rhetoric.
- Describe the context that influences the historical or social function of literary texts.
- Explain the relationships between and among literary elements.
- Analyze the development of main ideas, details, and author's purpose in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate the author's use of facts, reasons, and assumptions in regard to a position or argument.
- Compare a variety of informational texts' purpose, format, and structure.
- Complete an employment application, workplace document, or college application.
- Identify and analyze the author's word choice and use of rhetorical devices.
- Compare authors' perspectives and viewpoints regarding similar topics.
- Compare the impact of the authors' qualifications.
- Evaluate the clarity and accuracy of information.
- Use outside sources to corroborate or challenge texts.

Pass/Proficient:

A student performing at this level may show consistent performance with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Explain development of and relationship(s) between theme, dramatic conventions, character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot.

- Is justice served at the end of *Macbeth*?
- Macbeth starts the play as a hero and ends up as a tyrant. Does this mean there are no truly evil people and that power corrupts, or just that some people have bad judgment when choosing heroes?

Essential Skills:

- Explaining how literary devices contribute to the overall theme
- Defining and correctly using grade level or higher vocabulary
- Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices
- Analyzing a piece of text using annotation
- Citing evidence and providing an explanation of the questions being asked
- Using simple and compound sentences in writing
- Writing and revising using academic language
- Writing a thesis that is supported by valid reasons/textual evidence
- Independently reading and analyzing texts, sometimes several concurrently
- Leading discussion of the literary, cultural, and historical significance of canonical and contemporary texts
- Analyzing critically and listening actively
- Utilizing the writing process to write effectively and accurately in a variety of styles and formats
- Managing time effectively and planning for assignments
- Developing an enriched vocabulary and a greater appreciation for exact diction
- Expressing self orally with clarity and willingness
- Acquiring and accurately using general academic and discipline-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrating independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Question Stems:

- What is the purpose of ____?
- Describe the relationship between ____ and ____.
- How does ____ change throughout the play/story? What causes these changes to occur?
- What does the author mean when they write, " ____ "?
- Retell ____ in your own words.
- What can you predict/infer from ____?
- What criteria would you use to assess ____?
- Analyze the impact of ____.
- What patterns did you notice in ____?
- How would you adapt ____ to create a different ____?
- What do you remember about ____?

- Analyze the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical or social context on literary texts, including similarities/differences across cultures and eras.
- Compare and contrast the relationships between and among literary elements.
- Explain how an author analyzes, organizes, and connects ideas in informational texts.
- Interpret data and/or information within informational text features.
- Evaluate validity, relevance, and accuracy of reasoning and evidence provided for arguments and claims.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical devices.
- Evaluate the impact of the authors' qualifications.
- Evaluate authors' perspectives and viewpoints regarding similar topics, including the clarity and accuracy of information and how conclusions are drawn.

Pass/Advanced:

A student performing at this level may show consistent performance and significant depth of understanding with items that ask the student to:

- Use context, word and sentence structure, connotation, idioms, and figurative language.
- Analyze development of and relationship(s) between theme, dramatic conventions, and character types, and narrative elements.
- Analyze literary forms and structures, including the impact of structure on plot development.
- Analyze and critique the impact of literary devices, word choice, syntax, diction, and rhetoric.
- Analyze the influence of historical, social, and cultural context on literary texts, including the presence and impact of authors' attitudes, viewpoints, and beliefs.
- Analyze the relationships between and among literary elements across traditional and contemporary texts.
- Analyze, verify, and/or challenge an author's information, main points, and conclusions in informational texts.
- Interpret data and information within informational text features.
- Synthesize information to evaluate relevance and quality of author's premises, claims, and evidence.
- Compare a variety of informational texts' purpose, format, organization, and structure.
- Complete or evaluate employment applications, workplace documents, or college applications.
- Analyze the impact of word choice, literary techniques, and rhetorical techniques and devices.
- Analyze the impact of authors' qualifications.
- Analyze authors' perspectives and viewpoints regarding similar topics, including the intent, clarity, and accuracy of information and how conclusions are drawn.

Key Strategies:

- Annotate with Purpose
- Brainstorm
- Practice combining sentences
- Practice using the thesis-builder formula
- Practice identifying and using context clues to determine meaning
- Teach usage and mechanics using students' authentic writing samples
- Facilitate discussion and peer-editing
- Think, Pair, Share,
- TQE (Thought, Question, Epiphany)
- Implement the use of graphic organizers

- Can you provide a definition for_____?
- What were some of the motives behind_____?
- Can you explain why_____?
- What can you learn from_____?
- What factors would need to change in order for_____?
- What facts would you select to support_____?
- What genre is this text, and how can you tell?
- According to the text, what caused_____to_____?
- Describe the relationship between_____ and_____.
- Does_____meet the specified criteria?
- Is_____morally or ethically acceptable?
- How would you rephrase_____?
- How is_____connected to_____?
- How does the author's use of_____help readers understand the text?
- Based on what you have read, what is the most important thing a reader should know about_____?
- How does the author's inclusion of_____contribute to the text?
- What effect does the author create with the use of_____?
- Which words/phrases best state the meaning of_____?
- How would you classify or sort_____?
- How can you disprove_____?
- This point of view is valid because_____.
- The author uses figurative language and literary devices to_____.
- The theme of the text is_____.
- How do you document this source?
- What does the root/affix in the word_____mean?
- The context clue that helped you figure out the meaning of the word is_____.

- Teach mnemonic devices

Prerequisite Standard:

11.RV. a,b,c,d,e,f, 11.RL 2.b,c, 11.LU.1.a, b, c, LU.2.a, 11.W.1.Bi, W.2.A.i, 11.Rf, W.13.a,b,c

Beyond the Standard:

12.DSR.D, E, 12.RV.1.G, 12.RL.D, 12.RL.2.C, 12.RL.3.B,C, 12.RI.2.B, 12.W.1.C, 12.W.2.vi, 12.LU.1.A, 12.LU.2.A, 12.C.1.A.vi, 12.C.2B, 12.C.3.D.E., 12.C.4.E, 12.R.1.D,H

Unit 9: End of Semester/Year Review, Remediate, and Plan for Post-Secondary Life

12.DSR A,B,C,E,
12.RV.1 A,B,E,F,G,
12.RL.2 B,
12.RI.2 B,
12.W.1 A i,ii,iii,C,
12.W.3 A,B,C,D,
12.R.1 F,H

12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level, complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- Read a variety of grade-level, complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.
- Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at a higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions.
- When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level, complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

12.RV.1

A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

B. Use context and structure to clarify the meanings of words and phrases.

E. Explain and analyze idiomatic language in context.

F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.

G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

12.RL.2

B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.

12.RI.2

B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.

12.W.1

A. Write extended pieces that:

i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.

iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

C. Blend multiple modes of writing by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

12.W.3

A. Use complex sentence structure to infuse sentence variety in writing.

B. Edit, proofread, and prepare writing for intended audience and purpose.

C. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

12.R.1

F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

H. Demonstrate ethical and responsible use of all sources, including the internet, Artificial Intelligence (AI), and new technologies as they develop.

Essential Questions:

- What skills must I know to be successful on the End-of-Course Reading and Writing SOLs?
- How will effective writing skills help me succeed in post-secondary education, the workforce, or the military?
- What is recursive writing? How is it useful?
- How do I become a better writer?
- What reading and test-taking strategies and tools can I use to help me earn passing scores on my EOC Reading and Writing SOLs?
- What strategies can I use to manage my behavior and focus so that I can perform my best on my EOC Reading and Writing SOLs?

Vocabulary:

- literary terms
- poetry terms
- fiction terms
- nonfiction terms
- persuasive writing terms
- revise
- edit
- recursive
- counterargume

Performance Level Descriptors:

Results of the EOC Reading and Writing SOLs:

399 and below =Fail

400 and greater=Pass

500 and greater=Pass/Advanced

Key Strategies:

- Annotate with Purpose
- Brainstorm
- Practice combining sentences
- Practice using the thesis-builder formula

- How can consistent practice help me master the ELA skills needed to succeed on my EOC Reading and Writing SOLs?

Essential Skills:

- Explaining how literary devices contribute to the overall theme
- Defining and correctly using grade level or higher vocabulary
- Demonstrating an understanding of and explaining common idioms, including those from other languages, figurative language, and literary devices
- Analyzing a piece of text using annotation
- Citing evidence and providing an explanation of the questions being asked
- Using simple and compound sentences in writing
- Writing and revising using academic language
- Writing a thesis that is supported by valid reasons/textual evidence
- Independently reading and analyzing texts, sometimes several concurrently
- Analyzing critically and listening actively
- Utilizing the writing process to write effectively and accurately in a variety of styles and formats
- Managing time effectively and planning for review, practice, and assessment
- Developing an enriched vocabulary and a greater appreciation for exact diction
- Demonstrating an increasing sense of confidence in the ability to communicate ideas clearly and effectively when speaking and writing
- Analyzing fiction and nonfiction to identify structure/organization, point-of-view, purpose, tone, mood, figurative language, and other literary elements
- Making inferences and predictions
- Identifying the main idea of fiction and nonfiction texts
- Identifying the theme of literary works
- Using context clues, including roots and affixes, to determine the meaning of unfamiliar words while reading
- Using test-taking, reading, and behavior management strategies to ensure success on the EOC Reading and Writing SOLs and other assessments required for graduation/post-secondary goals

- nt
- ethos
- pathos
- logos
- grammar terms
- punctuation terms
- point-of-view
- narrator
- compare/contrast
- problem/solution
- enumeration
- chronological
- cause/effect
- Freytag's Pyramid
- evidence
- assertion
- claim
- source
- Modern Language Association
- parenthetical documentation
- plagiarism
- mnemonic device

- Practice identifying and using context clues to determine meaning
- Teach usage and mechanics using students' authentic writing samples
- Facilitate discussion and peer-editing
- Think, Pair, Share,
- TQE (Thought, Question, Epiphany)
- Implement the use of graphic organizers
- Teach mnemonic devices
- Think aloud when reading/annotating texts and model the process for the class, naming the invisible literacy moves that you are making and the reasoning behind each annotation. Have students practice their moves in pairs before asking them to work independently.
- Incorporate hyperdocs for easy organization and management
- Implement WICOR strategies [WICOR Strategies](#) (Writing, Inquiry, Collaboration, Organization, & Reading) Implement AVID strategies [AVID STRATEGIES](#)
- Support students with creating mind maps to express their understanding of material through cause and effect chains, connections between concepts, and main idea versus details.
- Facilitate the creation of story webs, timelines, and concept maps for illustrating relationships between ideas.

Question Stems:

- Can you explain why_____?
- What can you learn from_____?
- The main idea is_____ because_____.
- What factors would need to change in order for_____?
- What facts would you select to support_____?
- What genre is this text, and how can you tell?
- According to the text, what caused_____to_____?

- Describe the relationship between_____ and_____.
- Does_____meet the specified criteria?
- Is_____morally or ethically acceptable?
- How would you rephrase_____?
- How is_____connected to_____?
- How does the author's use of_____help readers understand the text?
- What does the author mean when they say_____?
- Based on what you have read, what is the most important thing a reader should know about_____?
- How does the author's inclusion of_____contribute to the text?
- What effect does the author create with the use of_____?
- Which words/phrases best state the meaning of_____?
- Use what you know to_____.
- How would you classify or sort_____?
- How can you disprove_____?
- The next steps are_____.
- This point of view is valid because_____.
- What do you wonder about_____?
- The author uses figurative language and literary devices to_____.
- The theme of the text is_____.
- How do you document this source?
- What does the root/affix in the word_____mean?
- The context clue that helped you figure out the meaning of the word is_____.

Prerequisite Standard:

11.W.1.A,i,i, 11.W.2.A,i,ii, 11.LU.1 A,B,C, 11.LU.2 B, 11.C.1 A, vi, 11.C.2 A, v, vi, 11.C.3 D, 11.C.4B, 11.R.1 D,E, F, H,

Beyond the Standard:

12.RV.1G, 12.W.1C, 12.W.2A,iv, v, 12.LU.2A, 12.C.1v, 12.C.3B,C,E, 12.R.1C,H



RPS RICHMOND
PUBLIC SCHOOLS

Department of Curriculum and Instruction
ELA 12 CURRICULUM GUIDE - 4x4 Curriculum Guide SY 25-26 (Semester 2)

[RPS Literacy Website](#)

[Year at a Glance/ Daily Pacing Calendar](#)

[2024 VDOE Standards](#)

Assessment Guidance

[SQL Blueprint](#)

[First 10 Days](#) | [Week 1 Lesson Plan](#) | [Week 2 Lesson Plan](#)

[ELA 12 Unit Plans](#)

Unit Theme	Timeline	Standards	Unit Plan	Assessment
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Quarter 1: January 15 - February 17, 2026

Unit 1: Getting to Know Each Other and ELA 12 Crash Course	5-7 Days	11.RV.1 A,B,C,D,E,F,G ; 11.RL.2 B,C ; 11.LU.1 A,B,C ; 11.LU.2 A ; 11.W.1 B,i ; 11.W.2 A,i ; 11.W.3 A,B,C,D ; 11.R.1 F	Unit 1: ELA Crash Course	NRI Writing Skills Benchmark/Pre-Assessment English 12 Reading Benchmark/Pre-Assessment 25-26
Unit 2: <i>Born A Crime</i> and Ongoing Senior Writing Unit	15 Days	12.DSR A,B,C,E ; 12.RV.1 A ; 12.RL.1 ; 12.RL.1 B,C ; 12.W.1 i,ii,iii ; 12.W.2 A i,ii,iii,iv,v,vi ; 12.W.3 A,B,C	Unit 2: Born A Crime Unit : Ongoing Senior Writing	
Ongoing Senior Writing Unit	Remaining Days	12.RL.3 A,B,C ; 12.RL.1 A,B,C ; 12.W.1 i,ii,iii ; 12.W.2 A i,ii,iii,iv,v,vi ; 12.W.3 A,B,C	Unit : Ongoing Senior Writing	

Quarter 2: February 18 - March 19, 2026

Unit 3: Information Literacy and Artificial Intelligence	8 Days	12.DSR A,B,C,D,E ; 12.C.2 A i,ii,iii,iv,v,vi ; 12.C.3 C,D,E ; 12.RV.1 A,B,C,E,F ; 12.RL.2 A,B,C ; 12.RL.2 A,B ; 12.W.1 A i,ii,iii,iv ; 12.R.1 A,B,C,D,E,F,G,H	Unit 3: Information Literacy & Artificial Intelligence	NRI Benchmark: 12th Grade Semester 2
Unit 4: Heroic Ideals/ <i>Beowulf</i>	20 days	12.DSR A,B,C,E ; 12.RV.1 A,B,C,E,F ; 12.RL.1 A,B,C ; 12.RL.2 A,B,C,D ; 12.RL.2 A,B,C ; 12.R.1 C ; 12.C.2 i,ii,iii,iv,v,vi ; 12.C.3 A,B,C,D,E ; 12.W.1 i,ii,iii ; 12.W.2 A i,ii,iii,iv,v,vi ; 12.W.3 A,B,C,D	Unit 4: Heroic Ideals/Beowulf	
Ongoing Senior Writing Unit <i>Beowulf</i> Writing Seminar	Remaining Days	12.RL.2 A,B,C,D ; 12.RL.2 A,B,C ; 12.R.1 C ; 12.RL.1 A,B,C ; 12.W.1 i,ii,iii ; 12.W.2 i,ii,iii,iv,v,vi ; 12.W.3 A,B,C	Unit : Ongoing Senior Writing	

Quarter 3: March 23 - April 29, 2026

Unit 5: The Caribbean, Africa, and Asia	15 Days	12.DSR A,B,C,E ; 12.RV.1 A,B,E,F,G ; 12.RL.2 B ; 12.RL.3 B,C ; 12.RL.2 B ; 12.W.1 A i,ii,iii,C ; 12.W.3 A,B,C,D ; 12.C.1 A i,ii,iii,iv,v,vi ; 12.R.1 F,H	Unit 5: The Caribbean, Africa, & Asia/The Danger of a Single Story	
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Unit 6: <i>Mary Prince and Colonialism</i>	5 Days	12.DSR A,B,C,Ed; 12.RV.1 A,B,E,F,G; 12.RL.2 B; 12.RL.3 B,C; 12.RI.2 B; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.R.1 F,H	Unit 6: The History of Mary Prince & Colonialism	
Ongoing Senior Writing Unit <i>Mary Prince</i> Writing Seminar	11 Days	12.W.1 i,ii,iii; 12.W.3 A,B,C	Unit : Ongoing Senior Writing	

Quarter 4: April 30 - May 28, 2026

Unit 7: Fantasy, Horror, & The Supernatural/ Introduction to <i>Macbeth</i>	5 Days	12.DSR A,B,C,E; 12.RV.1 A,B,C,E,F,G; 12.RL.2 A,B,C; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.C.3 A,B,C,D,E; 12.R.1 A,B,C,D,E,F,G,H	Unit 7: Fantasy, Horror, & the Supernatural/Introduction to Macbeth	
Unit 8: <i>Macbeth</i>	15 Days	12.DSR A,B,C,E; 12.RV.1 A,B,C,E,F,G; 12.RL.2 A,B,C; 12.W.1 A i,ii,iii,C; 12.W.3 A,B,C,D; 12.C.1 A i,ii,iii,iv,v,vi; 12.C.3 A,B,C,D,E; 12.R.1 A,B,C,D,E,F,G,H	Unit 8: Macbeth	
Unit 9: End of Semester/Year Review, Remediate, and Plan for Post-Secondary Life	2-7 Days	12.DSR A,B,C,E; 12.RV.1 A,B,C,D,E,F,G; 12.RI.1 A,B,C; 12.RI.2 A,B; 12.W.1 A i,ii,iii,iv; B i,ii,iii; C; 12.W.2 A i,ii,iii,iv,v,vi; 12.W.3 A,B,C,D; 12.LU.1 A; 12.LU.2 A,B; 12.C.1 ; 12.R.1 A,B,C,D,E,F	Unit 9: ELA SOL Blitz EOC Writing SOL BLITZ 25-26 EOC Reading SOL BLITZ 25-26 Students who have completed their ELA assessment requirements for graduation will complete these learning tasks: -Common Application Personal Essay -Scholarship applications -Employment applications -Preparation for other assessments required for graduation and/or college, the military, trade programs, and the workplace (literacy across content areas) -Enrichment -Independent Study	