

2017-2018 ELA Curriculum Map Grade 12

Reading Focus: Literature Writing Focus: Narrative	Unifying Concept: Unmasking Heroes	Quarter 1
<p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).¹</p> <p>12.RL.1 Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant</p> <p>12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 	<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> to literature. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction. <p>12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.L.1,2,6</p>	<p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life. (JU.9-12.14)</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it is not popular or easy or when no one else does. (AC9-12.19)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Beowulf</i>, p. 30 or full text <i>Color Purple, The</i>, Alice Walker <i>Iliad, The</i>, Homer, p. 66 or full text <i>Native Son</i>, Richard Wright <i>Sir Gawain and the Green Knight</i>, p. 209 or full text</p> <p>Recommended Short Texts: Choose 3-5 “A Dictionary of the English Language,” Samuel Johnson, p. 658 “Crediting Poetry: The Nobel Lecture,” Seamus Heaney, p.1241 “Essays,” Sir Frances Bacon, p. 442 “Wife of Bath’s Tale, The,” Geoffrey Chaucer, p. 154 <i>Le Morte d’Arthur</i>, Sir Thomas Malory, p. 225</p> <p>Multicultural Extended Text Adoptions: <i>Uprising: A New Age is Dawning for Every Mother’s Daughter</i>, Sally Armstrong <i>Bengali Harlem</i>, Vivek Bald</p>	<p>Enduring Understandings: <u>Reading:</u> Heroic literature provides a window into the culture and lives of the people who created it. It expresses the human experience. <u>Writing:</u> Effective writers use carefully selected textual evidence to support their ideas.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> Why does every culture create and celebrate heroes through literature? Why does society need heroes? How are literary heroes a reflection of the values, morals, and fears of the culture that created them?
Assessment and Instructional Guides		Additional Instructional Resources	
<p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p>		<p>Electronic and Alternative Media: Epic of Gilgamesh The Battle of Maldon Essay: “Why Heroes are Important,” Scott Labarge Article: “Why Superman is the Greatest American Hero,” <i>USA Today</i></p>	

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<p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>	<p>Academic Journal: “Superhero Comics: Artifacts of the U.S. Experience.” Julian Chambliss</p> <p>Article: “The Trojan War: Is There Truth Behind the Legend?” Trevor R. Bryce</p> <p>Song Lyrics: “Holding out for a Hero.” by Bonnie Tyler</p> <p>Author’s Sister’s Story from New York Time Book Review http://www.nytimes.com/1983/01/30/books/arthur-s-sister-s-story.html</p> <p>Movie “The Color Purple” http://www.teachwithmovies.org/guides/color-purple.html</p> <p>TED Talk Brene Brown “The Power of Vulnerability” https://www.ted.com/talks/brene_brown_on_vulnerability http://www.readwritethink.org/files/resources/printouts/BookReview.pdf</p>
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Reading Focus: Informational Writing Focus: Informative/Explanatory	Unifying Concept: Human Nature	Quarter 2
<p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p>12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>12.SL.2 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions</p>	<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.</p> <p>12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions 	

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<p>and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase. 		<p>on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <ol style="list-style-type: none"> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed. 	
AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.L.1,2,6</p>	<p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life. (JU.9-12.14)</p>	<p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2</p> <p>“A Modest Proposal,” Jonathan Swift, p.611 “A Room of One’s Own,” Virginia Woolf Aristotle’s Poetics (full text or excerpts) <i>Bell Jar, The,</i> Sylvia Plath <i>Frankenstein,</i> Mary Wollstonecraft Shelley <i>Macbeth,</i> William Shakespeare, pg. 323 <i>One Hundred Years of Solitude,</i> Gabriel Garcia Márquez Othello, William Shakespeare <i>To the Lighthouse,</i> Virginia Woolf</p> <p>Recommended Short Texts: Choose 3-5</p> <p>“A Vindication of the Right of Women,” Mary Wollstonecraft, p.631</p>	<p>Enduring Understandings:</p> <p><u>Reading:</u> Tragedy often provides an outlet for the political and social turmoil in society.</p> <p><u>Writing:</u> Effective writers support their claims using strong evidence and logical reasoning.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> What is the relationship between ambition, power, and corruption? Does tragedy provide a way to purge negative emotions and restore balance in society?

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	<p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it is not popular or easy or when no one else does. (AC9-12.19)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>“A Warning Against Passion,” Charlotte Bronte, p.861 “An Academy for Women,” Daniel Defoe, p.577 “Banquo’s Murder,” from “Holinshed’s Chronicles,” p.380 “Letter from Richard Sympson,” Jonathan Swift, p.609 “Shakespeare’s Sister” From “A Room of One’s Own,” Virginia Woolf “Virginia Woolf,” E.M. Forster, p.1057</p> <p>Multicultural Extended Text Adoptions: <i>A Wreath for Emmett Till</i>, Marilyn Nelson <i>October Mourning</i>, Lesléa Newman</p>	<p>6. What lessons can the modern world learn from the demise of the heroes in Shakespeare’s tragedies?</p>
Assessment and Instructional Guides		Additional Instructional Resources	
<p>Informative/Explanatory Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3 Informative/Explanatory Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26 DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/ Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>		<p>Electronic and Alternative Media: “What is the True Ethnicity of Shakespeare’s Othello?” “The Moral Enigma of Shakespeare’s Othello” “Rethinking ‘Othello’ In The Age Of Obama” “State Terror: Stalin 1930-1938,” Michele “Shakespeare’s Workmanship: Crafting a Sympathetic Macbeth” “The Psychoanalysis of Lady Macbeth” Opera: <i>Otello</i>, Giuseppe Verdi “Gia nella notte densa” from <i>Otello</i>, Giuseppe Verdi #1 “Gia nella notte densa” from <i>Otello</i>, Giuseppe Verdi #2 Gabriel García Márquez Noble Prize Speech http://www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html Resources for Mary Shelley http://people.brandeis.edu/~teuber/shelleybio.html</p>	

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Reading Focus: Informational Writing Focus: Argumentative	Unifying Concept: The Individual in a Community	Quarter 3
<p>Highly-Leveraged¹ the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 		<p>12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). <p>12.SL.5 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.L.1,2,6</p>	<p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life. (JU.9-12.14)</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it is not popular or easy or when no one else does. (AC9-12.19)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 “Rosencrantz and Guildenstern are Dead,” Tom Stoppard <i>Bell Jar, The</i>, Sylvia Plath <i>Ceremony</i>, Leslie Marmon Silko Frankenstein, Mary Shelley <i>Hamlet or The Tempest</i>, William Shakespeare Heart of Darkness, Joseph Conrad <i>Inferno</i>, Dante Alighieri, (Longfellow translation) <i>Joy Luck Club, The</i>, Amy Tan Metamorphosis, The, Franz Kafka Picture of Dorian Gray, The, Oscar Wilde “Rosencrantz and Guildenstern are Dead,” Tom Stoppard</p> <p>Recommended Short Texts: Choose 3-5 “Modest Proposal, A,” Jonathan Swift, p. 611 <i>Paradise Lost</i>, John Milton, p. 480 “Pardoner’s Tale, The,” Geoffrey Chaucer, p. 141 “Vindication of the Rights of Women, A,” Mary Wollstonecraft, p. 631</p> <p>Multicultural Adoptions: <i>Girl Who Spoke with Pictures, The</i>, Eileen Miller <i>House of Purple Cedar</i>, Tim Tingle</p>	<p>Enduring Understandings: <u>Reading:</u> The concepts of good and evil are subjective and evolve through time. <u>Writing:</u> Effective writers use information from a variety of sources to support their claims.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 7. How does society develop and exhibit morality? 8. What are the origins of evil? 9. How do nature, nurture, and free will factor into human behavior? 10. What role do compassion and empathy play in human nature? 11. What are the consequences of evil in society?
Instructional and Assessment Guides		Additional Instructional Resources	
<p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</p> <p>Argumentative Rubric</p>		<p>Electronic and Alternative Media: Siddhartha, Herman Hess Poems from The Songs of Innocence and Experience, William Blake Excerpts from Summa Theologiae, St. Thomas Aquinas</p>	

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<https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2>

DOK Levels

<https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26>

DOK Stems

<https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a>

Hess's Matrix

<https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e>

Socratic Seminar

<https://www.nwabr.org/sites/default/files/SocSem.pdf>

<https://www.paideia.org/about-paideia/socratic-seminar/>

Free Master Teacher Lesson Plans

http://betterlesson.com/master_teacher_projects

Performance Level Descriptors

<http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf>

Article: [“Are Scientists Playing God? It Depends on Your Religion”](#)

Speech: [“Declaration of Conscience,” Margaret Chase](#)

Article: [“What Do We Mean By ‘Evil’?”](#)

Article: [“Science: For Good Or Evil?”](#)

Music: [Divine Comedy Symphony, Robert W Smith](#)

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Reading Focus: Literature Writing Focus: Argumentative	Unifying Concept: Societal Visions	Quarter 4
<p>Highly-Leveraged¹ the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <ol style="list-style-type: none"> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly 		<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.L.1,2,6</p>	<p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life. (JU.9-12.14)</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it is not popular or easy or when no one else does. (AC9-12.19)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 1984, George Orwell <i>Bell Jar, The, Sylvia, Plath</i> <i>Brave New World, Aldous Huxley</i> <i>Jane Eyre, Charlotte Bronte</i> <i>Les Miserables, Victor Hugo</i> “Modest Proposal, A” Jonathan Swift, p. 611 <i>Warrior Woman, The, Maxine Hong Kingston</i></p> <p>Recommended Short Texts: Choose 3-5 “Hanging, A” George Orwell, p.1167 “Letter to her Daughter” Lady Mary Wortley Montagu, p.554 “Some Reflections on Marriage” Mary Astell, p. 563 from “Speeches, May 19th, 1940, The” Winston Churchill, p. 1127</p> <p>Multicultural Extended Text Adoptions: <i>Hitler Youth: Growing Up in Hitler’s Shadow,</i> Susan Campbell Bartoletti <i>Out of Shadows,</i> Jason Wallace <i>The Boy Who Harnessed the Wind,</i> William Kamkwamba</p>	<p>Enduring Understandings: <u>Reading:</u> Authors use language to influence audiences in a variety of contexts. <u>Writing:</u> Effective writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is truth? 2. How do people use language and rhetoric to inform, persuade, and/or manipulate others? 3. What is purpose of dystopian literature? 4. How does dystopian literature connect to society?

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Instructional and Assessment Guides	Additional Instructional Resources
<p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</p> <p>Argumentative Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess's Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>	<p>Electronic and Alternative Media:</p> <p>Speech: Hitler's Declaration of War on Poland (1 Sept 1939) "In this Grave Hour" Speech George VI's broadcast 3 Sept 1939</p> <p>George Orwell Essays "Politics and the English Language," "Why I Write," George Orwell</p> <p>Michele Roberts Academic Article on Stalin "State Terror: Stalin 1930-1938,"</p> <p>Article: "The Solitary Leaker"</p> <p>Video: Hitler's Declaration of War on Poland (w/English subtitles)</p> <p>Audio Recording: Churchill's First Speech as Prime Minister (19 May 1940)</p> <p>Audio Recording: George VI's broadcast 3 Sept 1939 ("In this grave hour") TEDTalk, William Kamkwamba: How I Harnessed the Wind https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=en</p>

¹This definition for Highly-Leveraged Standards was adapted from the "power standard" definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.