

Murray High School 12B English

Semester Course: Term One

Common Core Standards	Content Objectives (Essential Learning Outcomes)	Essential Questions (standard-based)	Tasks
Reading Literature			
<ul style="list-style-type: none"> • RL.11-12.1 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 uncertainty. • RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • RL.11-12.3 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). • RL.11-12.4 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.) 	<ul style="list-style-type: none"> • Students can cite strong and thorough textual evidence to support spoken and written analysis. • Student can analyze theme, language use, rhetorical elements (e.g. audience, task, purpose, figurative language). • Students can comprehend and analyze the structure of a text (literary, informational, and technical) • Students can understand how grammar influences meaning and form in text. 	<ul style="list-style-type: none"> • When writing informative/explanatory text, how do I effectively select, organize and analyze content? How do I link thesis and support to achieve a purpose? • In what ways do multiple themes or central ideas of a text develop and interact? How can I summarize them? • How does structure in a text make points clear, convincing and engaging and contribute to meaning and beauty? • What role do key vocabulary terms play within a text? • How can I determine or clarify the meaning of words and phrases by using context, applying patterns of word changes, roots, and reference tools? How can I make meaning from figures of speech (hyperbole, paradox) and analyze nuance? 	<ul style="list-style-type: none"> • Read a work of Narrative Literature • Evidence-based Activities/Quizzes to support students' opinions of characters and themes • Demonstrate (formative activities) understanding
Reading Informational Texts			

<ul style="list-style-type: none"> RI.11-12.1 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. RI.11-12.2 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. RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4 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. 	<ul style="list-style-type: none"> Students will determine a central idea of a text and examine how it is developed over the course of the text. Student will find the main ideas / thesis of an informational text and comprehend the structure it informs. Students will determine meanings of words and phrases as they are used in context. Students will analyze how author's ideas or claims are developed throughout the course of the informational text. 	<ul style="list-style-type: none"> What are the steps I need to take in order to present information, findings, and supporting evidence clearly, logically, and persuasively? How and why must I match development, organization, and style to task, purpose and audience? When must I distinguish what is directly stated from what is meant in order to grasp point of view? How do complex ideas and events interact and develop within a text? 	<ul style="list-style-type: none"> Supplement and layer with informational text Evidence-seeking activities Discussions for transfer Annotations
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Writing

<ul style="list-style-type: none"> W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up 	<ul style="list-style-type: none"> Students will write a well-written narrative within the expectations of the 12th grade core standards. Students will successfully engage in the writing process, including: planning, revising, editing, and rewriting. Students' writing will align with literary analysis, and informal responses. 	<ul style="list-style-type: none"> When writing informative/explanatory text, how do I effectively select, organize and analyze content? How do I link thesis and support to achieve a purpose? When writing arguments, how do I integrate and sequence evidence, reasons, and counterclaims? How can I employ rhetorical devices to support assertions? 	<ul style="list-style-type: none"> Write a Narrative work Write informal reflections on a daily basis Engage in peer reviews Edit and revise their own work Practice argumentative and informational writing
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<p>to and including grades 11–12 on page 61.)</p> <ul style="list-style-type: none"> • W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • W.11-12. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • W.11- 12. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading Standards to literature (i.e., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). 	<ul style="list-style-type: none"> • Students will use analytical skills practiced in reading literature and informational texts to transfer and demonstrate independent thinking and understanding through writing. 	<ul style="list-style-type: none"> • Why are conventions (capitalization, punctuation, and spelling) important for conveying meaning? How do I use hyphenation correctly? • Why is both individual revision and group workshopping important to the writing process? • How do I develop fluency in writing over extended and shorter time frames for a variety of tasks, purposes and audiences? 	
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<p>b. Apply grades 11–12 Reading Standards to literary nonfiction (i.e., “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., The Federalist, presidential addresses]”). W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
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Speaking and Listening

<ul style="list-style-type: none"> • SL.11-12.1.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; 	<ul style="list-style-type: none"> • Students will actively discuss texts, topics, and issues citing textual evidence. • Students will be prepared to have and successfully engage in a variety of discussions, including one-on-one, group, and teacher-led. • Students, along with their peers, will create rules of academic discussions. 	<ul style="list-style-type: none"> • How can I plan and deliver an effective, reflective narrative or a convincing argument? • How can I use multiple sources of information presented in different media or formats to solve a problem or answer a question? • What does understanding of a concept or idea sound like and look like? • What are soft-skills and why are they important when talking to others and or giving a presentation? 	<ul style="list-style-type: none"> • Create classroom discussion rules and standards • Informal and formal student led presentations • Group work (collaborative and structured)
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<p>clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <ul style="list-style-type: none"> • SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 			
Language			

<ul style="list-style-type: none"> • L.11-12.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. • L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary</p> 	<ul style="list-style-type: none"> • Students will demonstrate command of capitalization, semicolon, comma, and colon usage when writing. • Students will spell commonly-used words correctly. • Students will successfully determine or clarify meaning of unknown words using context clues, knowledge of roots, parts of speech, and various resources. • Students will acquire and correctly use academic vocabulary words they come across. 	<ul style="list-style-type: none"> • Why are conventions (capitalization, punctuation, and spelling) important for conveying meaning? How do I use hyphenation correctly? • Why is it important to learn and master college-level vocabulary? • How does our vocabulary impact our understanding? • Why does grammar/conventions make a difference in texts? 	<ul style="list-style-type: none"> • Grammar pre-tests • Grammar, usage quizzes • Grammar, usage integration to other activities and standards • Vocabulary Activities (along with explicit instruction when appropriate).
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Semester Course: Term 2

Common Core Standards	Content Objectives (Essential Learning Outcomes)	Essential Questions (Standard-Based)	Tasks (General)
Reading Literature			
<ul style="list-style-type: none"> • RL.11-12.1 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 uncertainty. • RL.12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • RL.11-12.7 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.) 	<ul style="list-style-type: none"> • Students will make inferences when reading and cite evidence. • Students will analyze the impact of word choice in literature and find meanings behind those words. • Students can analyze how style, content, and structure contribute to the power, meaning, or beauty of the text. • Student can analyze and evaluate multiple interpretations of a story, drama, or poem. • Students can recognize and then analyze how point of view informs connotation and denotation i.e. irony, sarcasm, etc. 	<ul style="list-style-type: none"> • In what ways do multiple themes or central ideas of a text develop and interact? How can I summarize them? • How does structure in a text make points clear, convincing and engaging and contribute to meaning and beauty? • What role do key terms play within a text? • How can I determine or clarify the meaning of words and phrases by using context, applying patterns of word changes, roots, and reference tools? How can I make meaning from figures of speech (hyperbole, paradox) and analyze nuance? • How does function of language make a difference in meaning or purpose? 	<ul style="list-style-type: none"> • Read a work of Narrative Literature • Evidence-based Activities/Quizzes to support students’ opinions of characters and themes • Demonstrate (formative activities) understanding through variety of activities and discussions.
Reading Informational Texts			

<ul style="list-style-type: none"> • RI.11-12.1 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. • RI.11-12.4 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 • RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • RI.11-12.7 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. 	<ul style="list-style-type: none"> • Students will delineate specific claims in a text, evaluating whether claim has valid reasoning and relevant evidence. • Students will analyze an author’s point of view and consider audience, credibility to make inference about content and style. • Students will distinguish words in context and meanings. • Students will determine author’s point of view and analyze how author’s writing advances that point of view • Students will analyze different mediums on a same subject including supplemental articles, graphs, art, and other information forms of text / literacy. 	<ul style="list-style-type: none"> • What are the steps I need to take in order to present information, findings, and supporting evidence clearly, logically, and persuasively? • How and why must I match development, organization, and style to task, purpose and audience? • When must I distinguish what is directly stated from what is meant in order to grasp point of view? • How do complex ideas and events interact and develop within a text? How can this information read and look differently in different mediums? 	<ul style="list-style-type: none"> • Supplement and layer informational texts to other tasks and content. • Evidence-seeking activities • Discussions for transfer • Annotations - used and revisited in discussions and activities.
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Writing -Argument

<ul style="list-style-type: none"> W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. W.11-12. 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W. 11-12. 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading Standards to literature (i.e., “Demonstrate knowledge of eighteenth- 	<ul style="list-style-type: none"> Students will gather relevant information from sustained quality research. Students will engage in verbal and written discussions of research to draw evidence and coherent arguments from research. Students will go through process to write and refine claims to assert position of research and evidence. Students will write a well-written argument essay to support claims. Students will write formal and informal informative pieces centered around a central topic with supporting facts. 	<ul style="list-style-type: none"> When writing arguments, how do I effectively select, organize and analyze content / evidence? How do I link claim and support to achieve a purpose? When writing arguments, how do I integrate and sequence evidence, reasons, and counterclaims? How can I employ rhetorical devices to support assertions? Why are conventions (capitalization, punctuation, and spelling) important for conveying meaning? Why is having a solid claim important for the flow and strength of the essay as a whole? How do I develop voice and position in an argument piece of writing while maintaining credibility? 	<ul style="list-style-type: none"> Short responses to literature and information texts Anatomy of argument activities and discussions Daily writing practice (formative) on a daily basis. Peer revisions (guided) Edit and revise their own work Students post all completed drafts into Utah Compose (on-line writing electronic portfolio.)
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<p>nineteenth- and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading Standards to literary nonfiction (i.e., “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., The Federalist, presidential addresses]”).</p> <ul style="list-style-type: none"> W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 			
Speaking and Listening			
<ul style="list-style-type: none"> SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to 	<ul style="list-style-type: none"> Students will evaluate various aspects of a speaker, through integration of multiple sources of information. Students will delineate a speaker’s argument and claims. Students will present and explain claims and findings through multimedia presentation. 	<ul style="list-style-type: none"> How can I plan an effective, reflective narrative or a convincing argument? How can I use multiple sources of information presented in different media or formats to solve a problem or answer a question? What does understanding of a concept or idea sound like and look like? What are soft-skills and why are they important when talking to others and or giving a presentation? 	<ul style="list-style-type: none"> Informal and formal student led presentations Group work (collaborative and structured)

enhance understanding of findings, reasoning, and evidence and to add interest.			
Language			
<ul style="list-style-type: none"> • L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.). • L.11-12.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly L11-.12.3Apply knowledge of language in different contexts. • L.11-12.3 Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. • L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 	<ul style="list-style-type: none"> • Students will demonstrate understanding and use of grammar and usage when writing or speaking. • Students will apply knowledge of language in different genres and contexts 	<ul style="list-style-type: none"> • Why are conventions (capitalization, punctuation, and spelling) important for conveying meaning? How do I use hyphenation correctly? • Why is it important to learn and master college-level vocabulary? • How does our vocabulary impact our understanding? • Why does grammar/conventions make a difference in texts? 	<ul style="list-style-type: none"> • Grammar pre-tests • Grammar, usage quizzes • Grammar, usage integration to other activities, writings, and standards • Vocabulary Activities (along with explicit instruction when appropriate)

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