

English 12 Curriculum Bexley High School

Course Description: In order to prepare students for postsecondary education and to become productive citizens in a global community, students in English 12 will read critically, write effectively, synthesize complex information, and engage in sophisticated conversations. Reading experiences include fiction, nonfiction, poetry, drama and non-print texts. Writing instruction builds upon previous years, and the assigned essays allow students to master the following modes: response, argument, analysis, synthesis, and exposition. Students will work extensively with the research and drafting processes and will be given the opportunity to develop their oral communication skills through seminar-style class discussions and formal presentations.

The units that comprise the English 12 curriculum reflect the college-readiness standards of the Common Core. Instructors may modify the curriculum as individual class needs emerge. While the Common Core State Standards (CCSS) are embedded throughout many units during the year, the specific standards included in each unit are the skills that will be emphasized and specifically assessed.

Yearlong Reading and Writing Standards:

Reading: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing: 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. (CCSS.ELA-Literacy.W.11-12.10)

Semester 1

Unit 1: Close Reading and Writing about Fiction—Summer Reading

Students will practice the skill of close reading, responding and analyzing a summer reading book of their choice. As students develop the skills of close reading, they will become more independent in their analysis of how an author's choices help to convey the work's purpose. In particular, students will learn to analyze how figurative language, sound devices, characterization, diction, irony, theme, setting, symbol, and structure shape meaning in prose. Students will practice note-taking and journaling as they read and share their reactions and insights to the texts with the classroom community verbally and in writing. Class discussions allow students to practice engaging in academic discourse. Reflective writing, analysis essays, and/or argument essays may be assigned to allow students to practice articulating comprehension and forming intelligent responses. This first writing assignment will serve as a diagnostic writing sample.

Reading Literature Standards

- 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. (CCSS.ELA-Literacy.RI.11-12.2)

Language Standards

Students will review the conventions of Standard English early in the year so that they are able to polish their essays in an increasingly independent manner.

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.11-12.2)
- Observe hyphenation conventions. (CCSS.ELA-Literacy.L.11-12.2a)
- Spell correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Unit 2: Close Reading and Writing about Nonfiction—response to text, synthesis of ideas, argument

*Students will read nonfiction texts in an effort to practice critical reading and develop the skills necessary to successfully read the types of texts they will encounter beyond the high school English class. Texts range in topics and include non-print sources and possibly a full-length work, such as A Whole New Mind. Class discussions allow students to practice **synthesizing** ideas from various texts and engaging in academic discourse. Reflective writing, journaling and response essays allow students to practice articulating comprehension and **forming intelligent responses** and/or **arguments** about ideas from the readings. During this unit, a focus will be on diction and its effects on the piece as well as strategies for understanding unfamiliar vocabulary.*

Reading Informational Text Standards

Key Ideas and Details:

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- 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. (CCSS.ELA-Literacy.RI.11-12.2)
- 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. (CCSS.ELA-Literacy.RI.11-12.3)

Language Standards

- 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. (CCSS.ELA-Literacy.L.11-12.4)
- 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. (CCSS.ELA-Literacy.L.11-12.4a)
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
- 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. (CCSS.ELA-Literacy.L.11-12.4c)
- 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). (CCSS.ELA-Literacy.L.11-12.4d)

Writing Arguments [Argue a point about a topic from the unit.]

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
- 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. (CCSS.ELA-Literacy.W.11-12.1a)
- 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. (CCSS.ELA-Literacy.W.11-12.1b)
- 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. (CCSS.ELA-Literacy.W.11-12.1c)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)

Unit 3: Close Reading and Writing about Nonfiction— Exposition

[Pro-con essay]

Students will research, select and read nonfiction texts to practice critical reading and develop the skills necessary to read successfully the types of texts they will likely encounter beyond the high school English class. Texts range in topics of the student's choosing and include non-print sources and possibly a full-length work. Students will learn to discern credible, timely and useful sources and practice synthesizing others' ideas into their own writing.

*Specifically, students will practice **expository writing** in this unit with the goal of informing rather than persuading. The class will work to understand and recognize bias in their own writing and the writings of others. **Research** will be incorporated in this essay as students practice the craft of **synthesis** and the review of the research process will allow additional discussions on bias and the reliability of a source. As students move through the **writing process**, they will pay special attention to clarity and precision, working to explain complex ideas to their audience. In addition to a polished essay, students may present their topics to the class in an effort to transfer the skill of writing with clarity and precision to an oral situation. In addition, this unit will cover documentation standards.*

Reading Informational Text Standards

Key Ideas and Details:

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- 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. (CCSS.ELA-Literacy.RI.11-12.2)
- 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. (CCSS.ELA-Literacy.RI.11-12.3)

Writing Expository / Explanatory Texts

- 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. (CCSS.ELA-Literacy.W.11.12.2)
- 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. ((CCSS.ELA-Literacy.W.11.12.2a)
- 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. (CCSS.ELA-Literacy.W.11.12.2b)
- 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. (CCSS.ELA-Literacy.W.11.12.2c)

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.(CCSS.ELA-Literacy.W.11.12.2d)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.(CCSS.ELA-Literacy.W.11.12.2e)
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).(CCSS.ELA-Literacy.W.11.12.2f)

Writing: Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- 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. (CCSS.ELA-Literacy.W.11-12.5)
- 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. (CCSS.ELA-Literacy.W.11-12.6)

Research to Build and Present Knowledge

- 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. (CCSS.ELA-Literacy.W.11-12.7)
- 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. (CCSS.ELA-Literacy.W.11-12.8)

Unit 4: Close Reading and Writing about Nonfiction—[Rhetorical Analysis]

*Students will develop their critical reading skills in this unit by studying **rhetoric** in a variety of texts—print and non-print. In doing so, students will deepen their understanding of how a text works and prepare themselves for the writing of their own arguments. Students will be led through the art of analyzing rhetoric, working to the level of independence needed to conduct their own written rhetorical analyses. Students will practice expository writing in this unit with the goal of informing rather than persuading. In a polished essay, students will provide a thorough analysis of an author's argument, focusing on the rhetorical devices and appeals used to craft the argument.*

Reading Informational Text Standards

Key Ideas and Details:

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- 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. (CCSS.ELA-Literacy.RI.11-12.2)
- 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. (CCSS.ELA-Literacy.RI.11-12.3)

Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)
- 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. (CCSS.ELA-Literacy.RI.11-12.5)
- 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. (CCSS.ELA-Literacy.RI.11-12.6)

Speaking and Listening [Listening to and Analyzing Speeches]

- 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. (CCSS.ELA-Literacy.SL.11-12.3)

Writing: Expository / Explanatory Texts [RA Essay]

- 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. (CCSS.ELA-Literacy.W.11.12.2)
- 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. ((CCSS.ELA-Literacy.W.11.12.2a)
- 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.(CCSS.ELA-Literacy.W.11.12.2b)
- 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.(CCSS.ELA-Literacy.W.11.12.2c)

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.(CCSS.ELA-Literacy.W.11.12.2d)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.(CCSS.ELA-Literacy.W.11.12.2e)
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).(CCSS.ELA-Literacy.W.11.12.2f)

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- 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. (CCSS.ELA-Literacy.W.11-12.5)
- 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. (CCSS.ELA-Literacy.W.11-12.6)

Language

- 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. (CCSS.ELA-Literacy.L.11-12.3)
- 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. (CCSS.ELA-Literacy.L.11-12.3a)

Semester 2

Unit 5: Close Reading and Writing about Nonfiction— Research Argument and Presentation

[Problem - Solution Research Paper: Argue for best solution of several]

Students will research, select and read nonfiction texts to practice critical reading and develop the skills necessary to read successfully the types of texts they will likely encounter beyond the high school English class. Texts range in topics of the student’s choosing and include non-print sources and possibly a full-length work. Students will learn to discern credible, timely and useful sources and practice synthesizing others’ ideas into their own writing.

*Specifically, students will utilize the skills they have developed in the analyzing arguments and in conducting research to culminate in creating their own researched arguments. Students will choose their own topics for a **problem and solution argument** and move through the stages of the **research process**, including additional discussions of reliability of sources and proper*

documentation methods. As students develop their arguments, they will review the essential elements of argumentation—claim, evidence, reasoning and counterarguments—and further practice the art of synthesis. The final essay will be the type of writing that students are expected to produce in college.

Research to Build and Present Knowledge

- 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. (CCSS.ELA-Literacy.W.11-12.7)
- 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. (CCSS.ELA-Literacy.W.11-12.8)

Writing: Arguments

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)

- 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. (CCSS.ELA-Literacy.W.11-12.1a)
- 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. (CCSS.ELA-Literacy.W.11-12.1b)
- 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. (CCSS.ELA-Literacy.W.11-12.1c)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- 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. (CCSS.ELA-Literacy.W.11-12.5)

- 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. (CCSS.ELA-Literacy.W.11-12.6)

Speaking and Listening: Presentation of Knowledge and Ideas [Presentation on Research]

- 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. (CCSS.ELA-Literacy.SL.11-12.2)
- 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. (CCSS.ELA-Literacy.SL.11-12.4)
- 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. (CCSS.ELA-Literacy.SL.11-12.5)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.SL.11-12.6)

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)

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

Language

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

Unit 6: Close Reading and Writing about Fiction—Core Novel

Students will practice the skill of close reading, responding and analyzing a novel (Brave New World, The Other Wes Moore, The Alchemist). As students develop the skills of close reading, they will become more independent in their analysis of how an author's choices help to convey the work's purpose. In particular, students will learn to analyze how figurative language, sound

devices, characterization, diction, irony, theme, setting, symbol, and structure shape meaning in prose. Students will practice note-taking and journaling as they read and share their reactions and insights to the texts with the classroom community verbally and in writing. Class discussions allow students to practice engaging in academic discourse. Reflective writing and analysis essays allow students to practice articulating comprehension and forming intelligent responses.

Reading Literature Standards

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- 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. (CCSS.ELA-Literacy.RI.11-12.2)
- 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. (CCSS.ELA-Literacy.RI.11-12.3)
- 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.) (CCSS.ELA-Literacy.RL.11-12.7)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Speaking and Listening [discussions]

- 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. (CCSS.ELA-Literacy.SL.11-12.1)
- 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. (CCSS.ELA-Literacy.SL.11-12.1a)

- Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Unit 7: Close Reading and Writing about Fiction—Selected Short Stories and Poems

Students will practice the skill of close reading, responding and analyzing selected short stories and poems. As students develop the skills of close reading, they will become more independent in their analysis of how an author's choices help to convey the work's purpose. In particular, students will learn to analyze how figurative language, sound devices, characterization, diction, irony, theme, setting, symbol, and structure shape meaning in prose. Students will practice note-taking and journaling as they read and share their reactions and insights to the texts with the classroom community verbally and in writing. Class discussions allow students to practice engaging in academic discourse. Writing may include reflective writing and/or analysis essays to allow students to practice articulating comprehension and forming intelligent responses.

Reading Literature Standards

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- 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. (CCSS.ELA-Literacy.RI.11-12.2)
- 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. (CCSS.ELA-Literacy.RI.11-12.3)
- 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.) (CCSS.ELA-Literacy.RL.11-12.7)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly

fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)
(CCSS.ELA-Literacy.RL.11-12.4)

- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Language

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-Literacy.L.11-12.5)
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)

Unit 8: Close Reading and Writing about Fiction—a Shakespearean tragedy

Students will practice the skill of close reading, responding and analyzing a Shakespearean tragedy (Othello or Hamlet). As students develop the skills of close reading, they will become more independent in their analysis of how an author's choices help to convey the work's purpose. In particular, students will learn to analyze how figurative language, sound devices, characterization, diction, irony, theme, setting, symbol, and structure shape meaning in prose. Students will practice note-taking and journaling as they read and share their reactions and insights to the texts with the classroom community verbally and in writing. Class discussions allow students to practice engaging in academic discourse. Writing may include reflective writing and/or analysis essays allow students to practice articulating comprehension and forming intelligent responses.

Reading Literature Standards

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- 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. (CCSS.ELA-Literacy.RI.11-12.2)
- 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. (CCSS.ELA-Literacy.RI.11-12.3)
- 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.) (CCSS.ELA-Literacy.RL.11-12.7)

- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Speaking and Listening [discussions]

- 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. (CCSS.ELA-Literacy.SL.11-12.1)
- 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. (CCSS.ELA-Literacy.SL.11-12.1a)
- Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Unit 9: Unit to be incorporated with one of the above fiction units: Writing: Expository [Literary Analysis]

Students will practice the skills of analyzing a text, asserting a valid interpretation, and supporting the interpretation with adequate evidence (in-text citations). To gain awareness of the literary discourse community, students will research and incorporate at least one secondary source.

Writing Standards

- 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. (CCSS.ELA-Literacy.W.11-12.2)
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.11-12.2a)
- 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. (CCSS.ELA-Literacy.W.11-12.2b)
- 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. (CCSS.ELA-Literacy.W.11-12.2c)
- Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS.ELA-Literacy.W.11-12.2d)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2e)
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA-Literacy.W.11-12.2f)