

Draft Grade 12: Literary works should allow for consideration of historical and cultural context. Selected works may complement Participation in Government/Economics.

Qtr 1: Language for Information	Qtr 2: Language for Literary Response and Analysis	Qtr 3: Language for Literary Response and Analysis	Qtr 4: Research
Genre: Memoir/Autobiography/Essay/Speeches/Video/Photos	Genre: Short Story/Poetry/Fable	Genre: Novel/Drama	Research: Theme may vary
<p>Reading/Language Standards: R2 – Determine a central idea of a text and analyze its development over the course of the text... R4 – Determine the meaning of words and phrases as they are used in a text. R5 – Analyze in detail how an author’s ideas or claims are developed and refined... R6- Determine an author’s point of view or purpose in a text... RL9: Analyze how an author draws on and transforms source material in a specific work</p>	<p>Reading /LanguageStandards: R1 – Cite strong and thorough textual evidence... R2 – Determine a theme or central idea of a text... RL3 – Analyze how complex characters develop... RL4 – Determine the meaning of words and phrases as they are used in the text... RL5: Analyze how an author’s choice concerning how to structure a text... R11 – Interpret, analyze, and evaluate narratives, poetry, etc... R11 L1 SL1</p>	<p>Reading/Language Standards: RL1: Cite strong and thorough textual evidence... RL2: Determine a theme/central idea of a text... RL3: Analyze how complex characters develop... RL4: Determine the meaning of words and phrases as they are used in the text... RL5: RL5: Analyze how an author’s choice concerning how to structure a text... L1</p>	<p>Reading/Language Standards R7- Integrate and evaluate content presented in diverse formats and media... R9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes R10 – Read and comprehend complex literary and informational texts independently and proficiently L1 – Demonstrate command of the conventions of standard English... L2 – Demonstrate command of the</p>

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			conventions... SL2 SL4
<p>Writing Standards: W1 – Write arguments to support claims in an analysis of substantive topics or texts... W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing... W5 – Develop and strengthen writing as needed by planning...</p>	<p>Writing Standards: W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing...</p>	<p>Writing Standards: W1 W2 W4 W5</p>	<p>Writing Standards W5 – Develop and strengthen writing as needed by planning... W7 –Conduct short, as well as more sustained research... W8 –Gather relevant information from multiple authoritative print and digital sources... W9 – Draw evidence from literary/informational text to support analysis</p>
<p>Correlation to NYSED/ODELL Units 1 Reading Closely 2A Making evidence based claims</p>	<p>Correlation to NYSED/ODELL Units 2B Making evidence based claims about literary technique</p>	<p>Correlation to NYSED/ODELL Units</p>	<p>Correlation to NYSED/ODELL Units 3 Researching to Deepen Understanding</p>
<p>Additional Recommended Units Writing process – *Teachers begin the year with a unit on Writing Process</p>	<p>Additional Recommended Units</p>	<p>Additional Recommended Units</p>	
<p>Essential Understandings, Knowledge, Skills: *Read closely for information</p>	<p>Essential Understandings,</p>	<p>Essential Understandings,</p>	<p>Essential Understandings,</p>

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<p>*Explain what one has come to understand as a reader</p> <p>*Employ reading strategies before, during, and after reading (ie chunking, root word, sounding out, prereading, rereading, margin notes, prior knowledge)</p> <p>Literary Elements</p> <p>*Recognize and understand the use of structure</p> <p>*Identify the author’s claim and discuss how it is developed</p> <p>*Identify textual support for a claim</p>	<p>Knowledge, Skills:</p> <p>*Develop a claim/theme</p> <p>*Describe how the author uses literary elements and techniques in order to develop ideas</p> <p>*Students make meaning about the text</p> <p>*Identify the differing characteristics that distinguish different literary forms</p> <p>*Analyze a character’s development throughout the text</p>	<p>Knowledge, Skills:</p> <p>*Recognize a theme</p> <p>*Read, comprehend and critique literary works</p> <p>*Identify and explain the author’s choice of literary elements and techniques and how they are used to develop ideas</p> <p>*Identify organizational pattern and text structure of literary works</p> <p>*Examine a literary selection from several different critical perspectives</p> <p>*Examine common cultural archetypes that pervade literature (ie hero/heroine, outsider/outcast, rebel, villain)</p> <p>*Identify the tone</p> <p>*Identify historical</p>	<p>Knowledge, Skills:</p> <p>*Develop inquiry questions – narrow focus</p> <p>*Locate, assess and apply source material</p> <p>*Assess web-based material</p> <p>*Evaluate the perspective/bias of the author</p> <p>*Identify an inquiry path</p> <p>*Develop an inquiry path</p> <p>*Describe the meaning and consequences of plagiarism</p> <p>*Make and synthesize evidence based claims</p> <p>*Synthesize information from multiple sources</p> <p>*Record accurate notes from multiple sources</p> <p>*Read and follow instructions to complete an assigned task</p>
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		<p>period and its significance</p> <ul style="list-style-type: none"> *Understand the history of the novel/drama as a literary form 	
<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> * Use process writing in order to generate well developed and structured writing, following the conventions of standard English *Compose an essay on a given topic, either as their own expert, or using sources 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Determine theme *Discuss the ways in which authors use literary elements and techniques to develop ideas *Use textual evidence to support arguments *Use direct quotations from text for support *Increase general and specialized vocabulary through speaking, reading, and writing 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Identify the theme/point of view *Identify the tone *Identify historical period and its significance *Understand the history of the novel/drama as a literary form *Discuss use of conflict in literary works (i.e., man vs. nature, man vs. fate) 	<p>Essential Understandings, Knowledge, Skills</p> <ul style="list-style-type: none"> *State a thesis that answers the research question *Utilize selected format (is MLA, APA) for citations in text and works cited *Provide well developed, evidence based support in research papers *Use grammatically accurate, clear and concise language when producing written products *Establishes a clear and logical organization
<p>Suggested Activities:</p> <p>Theme – School</p> <p>Writing sample surrounding the theme of school</p>	<p>Suggested Activities:</p> <p>Begin with poetry/short story as a tool for</p>	<p>Suggested Activities:</p> <p>Characterization of</p>	<p>Suggested Activities:</p> <p>Conduct research</p> <p>Respond to text</p>

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<p>Teach Writing Process Develop essay surrounding 2 photographs T-Chart/Web – Graphic Organizer Venn Diagram - Compare/Contrast Essay Revise writing</p>	<p>teaching students how to write about literature Visual representation of story/poem Mark up the literature (highlight, circle, etc) – important to model for students Maintain a journal response log Use graphic organizers Class discussion Literary terms Jeopardy</p>	<p>minor and major characters Reader’s Theater Performance Story Board Graphic Organizer Small group presentations Dramatic audio reading of the selected work Monologue performances Discussion Small group presentations Puppetry with characterization</p>	<p>Use online resources Use database resources Research paper Oral Presentation</p>
<p>Suggested Assessment Methods: Essay (Formative, Summative) – ELA Regents Rubric Text centered Discussion Written student responses Student self-assessments (i.e., questioning the text)</p>	<p>Suggested Assessment Methods: Teacher observation and anecdotal notes based on class discussion Controlling idea essay Thematic/literary essay Written student responses Literary Terms Test – identify literary terms embedded in a selected text Conduct an interview of</p>	<p>Suggested Assessment Methods: Teacher observation and anecdotal notes based on classroom discussions Student journals Performance with defined criteria Written student responses</p>	<p>Suggested Assessment Methods: Research Paper PowerPoint Presentation Teacher observation and anecdotal notes Poster, Oral Presentation</p>

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	a character in the text Illustrate plot Find literary elements embedded in the lyrics of a song		
Suggested resources: *Teachers should team with Economics/Participation in Government teacher to select resources.	Suggested Resources	Suggested Resources	Suggested Resources Various class driven themes