

Kent City High School Curriculum Map for: English 12

Duration	Unit Name/ Essential Questions & Vocab	Common Core Standards	Assessment	Literacy Activities	Skills
Ongoing	<p>Independent Reading – Reading Fiction</p> <p>What does each genre offer a reader?</p> <p>How can I participate and positively contribute to a discussion about a text?</p> <p>Vocabulary: central idea fiction genre nonfiction reader identity textual evidence theme</p>	<p>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 matters uncertain.</p> <p>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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats.</p> <p>Prepare for and participate effectively in a range of conversations - building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Written summation of one's evolving status as a reader. How has view of reading changed?</p>	<p>Close Reading.</p> <p>Teacher Modeling.</p> <p>Think Aloud - Show a selection of a text and read it aloud. After you have read the passage, think-aloud about how you might choose a particular line as important.</p>	<p>Analyzing evidence to infer central ideas.</p> <p>Connecting evidence across a text</p>

12-14 Weeks	<p>Narrative Reading – Novels, Short Stories</p> <p>Readers consider the historical context of the text to aid in comprehension.</p> <p>Readers use a multi-draft reading strategy to comprehend a complex text.</p> <p>Readers use strategies to collect important lines to comprehend a complex text and understand an author’s purpose.</p> <p>Readers/viewers know that different directors create different interpretations.</p> <p>What message about human nature does an author convey?</p> <p>Vocabulary:</p>	<p>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 matters uncertain.</p> <p>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</p> <p>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</p>	<p>Written Response: How does the author develop characters such that they show something to the reader about human nature?</p> <p>Write a short reflective essay in which you explain choices in language, and author’s craft.</p>	<p>Close Reading</p> <p>Think, Pair, Share.</p> <p>Teacher Modeling.</p> <p>Think Aloud. Think aloud as you review the opening lines of the chapter. Choose a line or passage that seems especially important in revealing the setting, tone, characters. Explain to students that they will be documenting important text in their readers’ logs throughout the novel.</p>	<p>Identifying cause/effect</p> <p>Making comparisons and contrasts</p> <p>Synthesizing ideas</p>

	author's intent character development conflict context multiple-draft reading setting soliloquy tone	multiple meanings or language that is particularly fresh, engaging, or beautiful 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			
6 Weeks	Literary Essay – Writing about texts (Short Stories). What are the most significant decisions writers make? Vocabulary: Collecting textual evidence to support a claim Re-reading to create a theory, upon which the essay will be based	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. W.11-12.1a. Introduce precise, knowledgeable claim(s) and counterclaims, reasons, and evidence. W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Students write a comparative essay exploring authors’ decisions. Students draft the body of the essay, being sure to begin paragraphs with topic sentences, use transition words, and include multiple examples per paragraph. They should write at least two body paragraphs.	Close Reading Teacher Modeling and Think Aloud Using the think aloud, consider a theory you have about the author’s intent about character. Think aloud as you give evidence for your theory.	Collecting evidence to support a claim Evaluating evidence to determine which evidence provides the best support Interpreting the meaning of the readings

6 Weeks	<p>Informational Reading.</p> <p>Which social issues are relevant to me? Who is responsible for social problems? How do authors explore and challenge social problems?</p> <p>Vocabulary: cross-text connections historical connections social issues</p>	<p>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 matters uncertain.</p> <p>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.</p> <p>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>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Readers apply reading and writing strategies and emerging knowledge on a topic. Students apply their analysis skills as they read two texts related to a social issue. They write three paragraphs: a summary of each text and a paragraph of response which details their connection with the text.</p>	<p>Close Reading. Think aloud. How is this literature an example of exposing or challenging a social problem? What craft or structural decisions does the writer use to protest events of that time period or place? What are your reactions to the literature? Explain what details in the text caused you to react in these ways.</p>	<p>Analyzing evidence to infer central idea</p> <p>Connecting details across a text to summarize</p> <p>Evaluating bias in a text</p>
Ongoing	Career and College Readiness	Understand the necessary steps, and process of, for	Students will complete a	Teacher modeling of personal	

	What are the necessary steps for college readiness and/or career prep.?	completing college admission applications, college scholarships, and employment applications.	personal statement for scholarship applications, as well as complete the process of filling out local scholarship applications.	statement sample writing. Close reading of applications for Local Scholarship Applications.	Be able to professionally produce documents that will be publicly visible. Understanding the importance of “writing perfectly” – regarding applications for college or employment, as well as completing applications for scholarships.
--	---	---	---	--	--