

## Grade 12 ELA Curriculum Map

NYS Next Gen ELA Standards 11-12	Content	Skills	Curriculum Materials	Assessments	Timeline
R1 R4 R5 R7 R9  W3 W4  SL1 SL6  L4  R2 R3 R6	Write a personal statement essay.  Study the rhetorical triangle.  Study the writing process.  Reading a novel (first half).  Study vocabulary.  Completion of informal writing tasks.	Recognize and define good writing and good practices.  Use a rubric to assess writing.  Make a claim, provide evidence, explain evidence.  Define and avoid a McEssay.  Use technology appropriate for composition and course work.  Distinguish between different types of writing.  Use types of brainstorming.  Find and fix grammatical errors.  Use of active voice.  Eliminate wordiness in writing.  Use of detail/specificity/clarity.  Differentiate between showing and telling.  Identify plot and character elements in a novel.  Trace the development of themes in a novel.	Articles from newspapers including: “The Write Stuff” “Writing the College Admission Essay” “The Good, the Bad, and the Ugly.”  Teacher-created study guides, notes, and materials.  Sample essays.  <i>The Catcher in the Rye.</i>  Writing Rubric.  Chromebook.	College application or personal statement essay using prompt from Common Application.  Drafts of essay (above).  Class participation observations and freewriting notebook check.  Classroom assignments.  Objective Quizzes.  Writing Conferences.  Self-assessment and reflection on learning.	September.  4-5 weeks.

<p>W2 W5</p> <p>SL1 SL6</p> <p>R1 R8</p> <p>L4</p>	<p>Write an academic essay about technology.</p> <p>Critically read academic writing about technology.</p> <p>Study the writing process.</p> <p>Study the rhetorical triangle.</p> <p>Study vocabulary words.</p> <p>Read a novel (second half).</p> <p>Completion of informal writing tasks.</p>	<p>Distinguish between different types of articles/texts.</p> <p>Summarize and paraphrase.</p> <p>Define academic/formal writing.</p> <p>Make a claim, cite evidence for support, and explain evidence.</p> <p>Name the parts of an essay.</p> <p>Use technology appropriate for composition and course work.</p> <p>Recognize and define good writing and good practices.</p> <p>Practice drafting and feedback procedures.</p> <p>Find and fix grammatical errors.</p> <p>Write in complete sentences.</p> <p>When to start a new paragraph.</p> <p>Reader-engagement techniques.</p> <p>Identifying themes in a novel.</p> <p>Analyze how complex characters develop and advance the plot and theme.</p> <p>Critically read non-fiction writing.</p> <p>Determine meaning of words and phrases as they are used in text.</p>	<p>Technology articles.</p> <p>Sample essays.</p> <p>Teacher-created study guides, notes, and materials.</p> <p>Writing Rubric.</p> <p>Chromebook.</p> <p><i>The Catcher in the Rye.</i></p> <p>Quarterly Assessment.</p>	<p>Draft of essay.</p> <p>Academic essay final draft graded by rubric.</p> <p>Objective quizzes.</p> <p>Classroom assignments.</p> <p>Class participation observations and freewriting notebook check.</p> <p>Writing Conferences.</p> <p>Self-assessment and reflection on learning.</p>	<p>October.</p> <p>4-5 weeks.</p>
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<p>W1 W5</p> <p>SL1 SL6</p> <p>R2 R3</p> <p>L4</p>	<p>MLA-style Research Essay: integrating academic sources.</p> <p>Write a researched essay.</p> <p>Read and analyze academic sources.</p> <p>Make efficient and effective writing choices based on rhetorical knowledge.</p> <p>Engage in the writing process.</p> <p>Study vocabulary.</p> <p>Read a work of fiction.</p> <p>Completion of informal writing tasks.</p>	<p>Summarize and paraphrase and quote and analyze articles.</p> <p>Define academic/formal writing.</p> <p>Make a thesis statement, cite evidence for support, and explain evidence.</p> <p>Use technology appropriate for composition and course work.</p> <p>Recognize and define good writing and good practices.</p> <p>Practice drafting and feedback and formatting procedures.</p> <p>Follow MLA guidelines.</p> <p>Use paragraphs.</p> <p>Write introductions and conclusions. (parts of essay)</p> <p>Find and fix grammatical errors.</p> <p>Use of "I" and names.</p> <p>Examine the idea of credibility.</p> <p>Define types of sources. and find source information.</p> <p>Use detail, specificity, and reader engagement techniques.</p> <p>Analyze the plot and characters of a fictional work.</p>	<p>Library Database.</p> <p>Articles on a topic (environment).</p> <p>Purdue Owl website.</p> <p>Sample essays.</p> <p><i>Siddhartha</i> or <i>Oedipus Rex</i>.</p> <p>Teacher-created study guides, notes, and materials.</p> <p>Chromebook.</p>	<p>Research essay drafts.</p> <p>Research essay final draft graded using rubric.</p> <p>Classroom Assignments.</p> <p>Objective quizzes.</p> <p>Class participation observations and freewriting notebook check.</p> <p>Writing Conferences.</p> <p>Self-assessment and reflection on learning.</p>	<p>November-December. 4-5 Weeks.</p>
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<p>W3</p> <p>R4</p> <p>R5</p> <p>L4</p>	<p>Write a personal/narrative essay.</p> <p>Organize ideas and demonstrate good writing skills- focus, development, language use.</p> <p>Study vocabulary.</p> <p>Study writing process.</p> <p>Study the rhetorical triangle.</p> <p>Continue reading a work of fiction.</p> <p>Completion of informal writing tasks.</p>	<p>Create opening and closing lines.</p> <p>Use reader engagement techniques.</p> <p>Use active voice/strong verbs</p> <p>Compare/contrast types of essays and writing styles.</p> <p>Use complete sentences and appropriate paragraphs.</p> <p>Find and fix grammatical errors.</p> <p>Explain evidence that supports claims.</p> <p>Identifying themes in a novel.</p> <p>Analyze how complex characters develop and advance the plot and theme.</p> <p>Determine meaning of words and phrases as they are used in text.</p> <p>Use technology appropriate for composition and course work.</p>	<p>Sample narrative essays.</p> <p><i>Siddhartha</i> or <i>Oedipus Rex</i>.</p> <p>Teacher-created study guides, notes, and materials.</p> <p>Chromebook.</p> <p>Objective quizzes.</p> <p>Midterm assessment.</p>	<p>Essay drafts.</p> <p>Narrative essay final draft graded using rubric.</p> <p>Classroom Assignments.</p> <p>Objective quizzes.</p> <p>Class participation observations and freewriting notebook check.</p> <p>Writing Conferences.</p> <p>Self-assessment and reflection on learning.</p>	<p>January.</p> <p>3-4 weeks.</p>
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R2 R3 W2 SL1 SL6 L4	<p>Business/Practical Writing Piece</p> <p>Reading a self-selected book</p> <p>Study of vocabulary</p> <p>Organize ideas and demonstrate good writing skills- focus, development, language use.</p> <p>Complete informal writing tasks</p>	<p>Formatting an essay or letter.</p> <p>Use the writing process.</p> <p>Write with clarity and focus.</p> <p>Find and fix grammatical errors.</p> <p>Write with efficiency-- cutting words.</p> <p>Word choice.</p> <p>Practice revision and editing.</p> <p>Determine meaning of words and phrases as they are used in text.</p> <p>Engage in critical-reading process.</p>	<p>Self-selected supplemental Fiction or Non-fiction book.</p> <p>Teacher-created study guides, notes, and materials.</p> <p>Chromebook.</p> <p>Objective quizzes.</p>	<p>Business/Practical Writing final draft graded using rubric.</p> <p>Classroom Assignments.</p> <p>Objective quizzes.</p> <p>Class participation observations and freewriting notebook check.</p> <p>Writing Conferences.</p> <p>Self-assessment and reflection on learning.</p>	<p>February.</p> <p>3-4 weeks.</p>
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<p>R1 R2 R3 R6</p> <p>W2 W5</p> <p>SL1 SL6</p> <p>L4 L6</p>	<p>Academic reading (critical reading of texts about environmental issues).</p> <p>Writing an academic essay (making a claim, integrating sources, and using formal language).</p> <p>Study the writing process.</p> <p>Study vocabulary.</p> <p>Study the rhetorical triangle.</p> <p>Complete informal writing tasks.</p> <p>Continue reading of self-selected text.</p>	<p>Evaluate texts for validity.</p> <p>Create a thesis statement.</p> <p>Integrate source material into support of claims.</p> <p>Refuting counterclaims by explaining evidence.</p> <p>Practice revision and editing.</p> <p>Determine meaning of words and phrases as they are used in text.</p> <p>Engage in critical-reading process.</p> <p>Using formal language while avoiding slang and “lazy” language.</p> <p>Find and fix errors.</p> <p>Write with clarify, specificity, and detail.</p> <p>Sentence variety.</p> <p>Use transition words.</p> <p>Engage in critical-reading process.</p>	<p>Sample essays.</p> <p>Academic articles and pre-selected text excerpts about the environment.</p> <p>Transition words list.</p> <p>Rubric.</p> <p>Chromebook.</p> <p>Self-selected supplemental Fiction or Non-fiction book.</p> <p>Teacher-created study guides, notes, and materials.</p>	<p>Academic essay final draft graded using rubric.</p> <p>Classroom Assignments.</p> <p>Objective quizzes.</p> <p>Class participation observations and freewriting notebook check.</p> <p>Writing Conferences.</p> <p>Self-assessment and reflection on learning.</p>	<p>March. 3-4 weeks.</p>
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R7 R8 R9  W1 W4 W5 W6 W7  SL1 SL4 SL5 SL6  L4 L6  R1 R2 R3	Write a research paper and an accompanying presentation.  Study writing process.  Study rhetorical triangle.  Study vocabulary.  Read a self-selected book.	Find and evaluate sources.  Focus and refine a topic.  Summarize, paraphrase, and quote sources.  Use MLA style.  Evaluate credibility.  Make a thesis, use evidence for support, and explain with specific language.  Distinguish between types of evidence.  Use formal language.  Use reader engagement techniques.  Use signal phrases.  Integrate source material.  *Almost all previous writing skills from the year will be reviewed and addressed in this unit.  Determine meaning of words and phrases as they are used in text.  Engage in critical-reading process.	Sample research papers.  Library databases.  Purdue Owl website.  Rubric.  Chromebook.  Self-selected supplemental Fiction or Non-fiction book.  Teacher-created study guides, notes, and materials.	Research paper draft.  Research paper final draft graded using rubric.  Classroom Assignments.  Objective quizzes.  Class participation observations and freewriting notebook check.  Writing Conferences.  Self-assessment and reflection on learning.  Presentation of research.	April- May. 5-6 weeks.
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<p>W3 W4</p>	<p>Write a long personal/narrative essay.</p> <p>Continue to read a self-selected book.</p>	<p>Use writing process.</p> <p>Use descriptive writing and imagery.</p> <p>Create a reflective tone by analyzing language choice.</p> <p>Use active voice purposefully in writing.</p> <p>Eliminate wordiness in writing.</p> <p>Consider audience/purpose in writing.</p> <p>*Many previously-taught writing skills will be rehearsed again.</p> <p>Analyze the meaning and importance of a book.</p>	<p>Self-selected supplemental Fiction or Non-fiction book.</p> <p>Teacher-created study guides, notes, and materials.</p> <p>Chromebook.</p>	<p>Personal narrative essay draft.</p> <p>Objective Quizzes</p> <p>Class participation observations and freewriting notebook check.</p> <p>Self-assessment and reflection on learning.</p> <p>Final Exam (final draft of research paper).</p>	<p>May-June.</p>
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