

**CURRICULUM**

**GUIDE**

English Language Arts  
Grade 12

Providence  
Schools

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### **Unit 1.1 - The Community of World Literature (12 days)**

- Analyze and interpret author's craft across texts.
  - Demonstrate awareness of purpose in writing poetry.
  - Use language effectively in writing poetry.
- » Demonstrate knowledge of literary elements and devices.
  - » Write poems to express moods, thoughts, or feelings in a variety of voices.
  - » Select and manipulate words and phrases for connotation using literary elements or figurative language.

#### **Essential questions students should be able to answer by end of unit**

- What does it mean to be an insider or an outsider in a community or group?
- How do the values found in this unit's selections from world literature shape or influence your understanding of a global community or a local community?
- How do people use poetry to explore their identities and communities?

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### Unit 1.2 - Express Yourself

(6 days)

- Organize and relate a series of events in written narratives.
  - Use narrative strategies to engage the reader.
  - Explore and share thoughts, observations, and impressions in reflective writing.
- » Create a clear structure using and maintaining theme, context, problem, resolution, and point of view, and providing closure.
  - » Develop a voice and maintain focus.
  - » Analyze situations as the basis for reflection, make connections between personal experiences and more abstract aspects of life, and use a range of elaboration techniques.

#### Essential questions students should be able to answer by end of unit

- How does a person reveal identity through writing?
- How do different strategies help writers to express the best of themselves?
- When writing a college essay, how does one express oneself most effectively?

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### Unit I.3 - Rhetoric in Greek Drama

(21 days)

- Develop initial understanding of elements of literary texts.
  - Analyze and interpret literary elements within a text.
  - Make and support judgments about literary texts.
  - Present a dramatic scene orally.
- » Sequence major events and make predictions.
  - » Make inferences from elements within a text and explain how the narrator's point of view and author's style, purpose, or tone is evident within the text.
  - » Assert an interpretive claim in the form of a thesis.
  - » Incorporate strategies of address during performance of a scene.

#### Essential questions students should be able to answer by end of unit

- How do ethos, pathos, and logos enhance an Athenian author's writing?
- Is an individual responsible to the community in which he or she lives?
- What constituted "the good life" for the Greeks, and how did authors express it?
- According to ancient Greek drama, are all heroes flawed in some major way?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### **Unit 2.1 - Exploring Author's Craft (10 days)**

- Analyze character development.
  - Personally respond to literature.
  - Demonstrate command of structure of sentences, paragraphs, and texts.
  - Show understanding of plot/ideas/concepts within a text in writing.
  - Make and support analytical judgments in writing.
- » Examine and cite thoughts, words, and actions that reveal character traits, motivation, and changes over time.
  - » Compare stories to personal experience, prior knowledge, or other texts.
  - » Apply directionality.
  - » Select and summarize key ideas that are appropriate to the audience, and connect reading to relevant ideas, themes, motifs, and archetypes.
  - » Make inferences about relationships among characters and setting.

#### **Essential questions students should be able to answer by end of unit**

- How does an author develop the characters and the setting of a story?
- How do modern writers explore the connection between traditional and modern lifestyles?
- How do authors explore the relationship between homeland and a person's identity?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.2 - Alienation

(14 days)

- Analyze cause/effect, conflict, theme, symbolism, and character development.
  - Generate a personal response to literature.
  - Make and support analytical judgments in response to literary or informational text.
  - Demonstrate command of appropriate English conventions in independent writing.
- » Make inferences about cause/effect, internal or external conflicts, and the relationship among elements (plot/subplots, theme, symbolism, characterization) within a text.
  - » Provide relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective).
  - » Make inferences about the relationships among content and events, and organize ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas).
  - » Apply capitalization rules.

#### Essential questions students should be able to answer by end of unit

- How does an author develop tension and conflict?
- To what extent is an individual responsible for his or her alienation?
- Why does a person struggle between traditional and modern values when exposed to values other than those of his or her own community?
- How may a rigid viewpoint lead to alienation from the community?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.3 - Acceptance

(14 days)

- Analyze and interpret author's craft within or across texts.
  - Analyze and interpret informational text.
  - Make and support analytical judgments about text in response to literary or informational text.
  - Demonstrate command of appropriate English conventions in independent writing.
- » Examine author's style and use of literary devices to convey meaning.
  - » Observing the meaning of text structure.
  - » Establish an interpretive claim/assertion in the form of a thesis and make inferences about the relationship between theme and author's craft.
  - » Apply rules of standard English usage to correct grammatical errors.

#### Essential questions students should be able to answer by end of unit

- How does an author develop theme?
- To what extent is an individual responsible for his or her acceptance?
- What are the positive and negative consequences of colonialism in the selections in this unit?
- Why do we struggle between traditional and modern life?
- How does a rigid viewpoint lead to alienation from the community?

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