

HUMANITIES GRADES 11 & 12: SEMESTER 1

Dates	Prioritized Literacy Standard	Prioritized Writing Standard
Unit 1 September 5- October 18	<p>Reading Anchor Standard #2: Central Idea/Theme</p> <p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)</p> <p>History/Social Studies: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>Writing Standard #2: Write Informative/Explanatory</p> <p>11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>11-121b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.</p> <p>11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p>11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>11-12W1f: Maintain a style and tone appropriate to the writing task.</p>
Unit 2 October 21- November 27	<p>Reading Anchor Standard #6: Point of View/Author's Purpose</p> <p>11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p> <p>History/Social Studies: RH 6: Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>Writing Standard #5: Draw Information from Texts</p> <p>11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational, where applicable.</p>
Unit 3 December 2- January 17	<p>Reading Anchor Standard #8: Claims & Counterclaims</p> <p>11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)</p> <p>History/Social Studies: RH 8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Writing Standard #1: Argumentative Writing</p> <p>11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>11-121b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.</p> <p>11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p>11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>11-12W1f: Maintain a style and tone appropriate to the writing task.</p>

HUMANITIES GRADES 11 & 12: SEMESTER 2

Dates	Prioritized Literacy Standard	Prioritized Writing Standard
Unit 4 January 27- March 13	<p><u>Reading Anchor Standard #7 & 9:</u> Technical Analysis</p> <p>11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)</p> <p>11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p> <p>History/Social Studies: RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><u>Writing Standard #6 & 7:</u> Research to Build and Present Knowledge</p> <p>11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p> <p>11-12W7: Gather relevant information from multiple 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; avoid plagiarism, over reliance on one source, and follow a standard format for citation.</p>
Unit 5 March 16- May 1	<p><u>Reading Anchor Standard #4:</u> Figurative Language</p> <p>11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> <p>History/Social Studies: RH 4: Interpret words and phrases as they are developed in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.</p>	<p><u>Writing Standard #4:</u> Text Types & Connections</p> <p>11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p>
Unit 6 May 4- June 16	<p><u>Reading Anchor Standard #3:</u> Development of Ideas</p> <p>11-12R3: In literary texts, analyze the impact of author's choices. (RL)</p> <p>In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> <p>History/Social Studies: RH 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p><u>Writing Standard:</u> Lifelong Practices of Writers</p> <p>Review 11-12W1 & 2 Standards.</p> <p>Refer to the "Lifelong Practices of Writers" and "Production and Range of Writing" descriptions.</p>