

Crawfordsville High School | Curriculum & Pacing Guide

Department: English Language Arts			
Course: World Literature II	Grade: 12	Quarter: 1 of 2	Last Updated: 3/4/2024
Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Archetypes (4 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.W.1 (write arguments) 11-12.W.4 (writing process) 11-12.W.5 (research) 11-12.CC.1 (collaborative discussions) 11-12.CC.2 (reason with evidence in discussion) 11-12.CC.3 (expand conversations) 11-12.CC.6 (present information)	<ul style="list-style-type: none"> • Read <i>Gilgamesh</i> • Analyze traits of epic heroes • Analyze direct and indirect characterization • Discuss characters as foils • Read from <i>Beowulf</i> • Analyze character development • Research and share trickster archetypes • Review foundational questions of literary criticism lenses • Read from <i>Journey to the West</i> • Read “Hong Kiltong” • Discuss role of cultural values in stories 	<ul style="list-style-type: none"> • Compare and contrast characterizations of heroes in different texts • Analyze character used as foil (Enkidu) • Analyze archetype of character • Analyze two texts through lens of chosen literary criticism
Tragic Heroes (3-4 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works)	<ul style="list-style-type: none"> • Read Achebe lecture • Analyze author’s main idea • Read <i>Things Fall Apart</i> • Analyze character development • Analyze conflicts and cultural context • Analyze through literary criticism lenses • Read excerpts from <i>Heart of Darkness</i> 	<ul style="list-style-type: none"> • Analyze development of main idea of speech • Compare/contrast characterization in two different texts • Complete hexagonal discussion over book • Write analytical essay of novel • Use writing process to revise essay

	<p>11-12.RC.6 (development of ideas or events) 11-12.RC.7 (author's rhetoric) 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.1 (write arguments) 11-12.W.4 (writing process) 11-12.W.5 (research) 11-12.CC.1 (collaborative discussions) 11-12.CC.2 (reason with evidence in discussion) 11-12.CC.3 (expand conversations) 11-12.CC.4 (respond to multiple perspectives) 11-12.CC.6 (present information)</p>	<ul style="list-style-type: none"> • Read "Second Coming" • Analyze use of allusion as title 	
Isn't it Ironic? Pt 1 2 weeks	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.13 (analyze diction in literature)</p>	<ul style="list-style-type: none"> • Read "A Marriage Proposal" • Analyze elements of farce • Watch "Maanbhanjan" • Read "The Piece of String" • Analyze elements of irony • Read "The Prisoner Who Wore Glasses" and "Book of the Dead" • Read "Train from Rhodesia" • Analyze use of extended metaphor 	<ul style="list-style-type: none"> • Compare/contrast two short stories

	11-12.CC.1 (collaborative discussions) 11-12.CC.2 (reason with evidence in discussion) 11-12.CC.3 (expand conversations) 11-12.CC.4 (respond to multiple perspectives) 11-12.CC.6 (present information)		
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Department: English Language Arts			
Course: World Literature II	Grade: 12	Quarter: 2 of 2	Last Updated: 3/4/2024 Race

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Isn't it Ironical? Pt 2 (2-3 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.W.1 (write arguments) 11-12.W.4 (writing process) 11-12.W.5 (research)	<ul style="list-style-type: none"> Research and select peer-reviewed sources Write an annotated bibliography 	<ul style="list-style-type: none"> Write research paper Use writing process to revise essay
Home (3-4 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works)	<ul style="list-style-type: none"> Read "Landscapes" Read "Gate A-4" Read "Audition" Read "My Room" 	<ul style="list-style-type: none"> Analyze chosen poem in formal essay Revise essay

	11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.W.1 (write arguments) 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions) 11-12.CC.2 (reason with evidence in discussion) 11-12.CC.3 (expand conversations)	<ul style="list-style-type: none"> • Read “Looking for the Gulf Motel” • Choose poem • Discuss effect of figurative language • Discuss effect of structure of poem • Discuss connotation of language in poem 	
The Journey (3 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.6 (development of ideas or events) 11-12.W.1 (write arguments) 11-12.CC.1 (collaborative discussions) 11-12.CC.2 (reason with evidence in discussion) 11-12.CC.3 (expand conversations)	<ul style="list-style-type: none"> • Read <i>The Alchemist</i> • Discuss the Hero’s Journey • Discuss use of allusions • Discuss character development • Analyze development of themes 	<ul style="list-style-type: none"> • Analyze development of themes through motifs and other elements (final exam)

ELA 11-12 Standards, 2023

Standards identified by IDOE as essential for mastery by the end of each grade band are indicated with yellow shading and an (E). The learning outcome statement for each domain immediately precedes each set of standards.

Reading Comprehension

Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

11-12.RC.1 (analyze literary text through evidence)	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain. (E)	Textual evidence inferences interpretations cite
11-12.RC.2 (compare/contrast themes in different works)	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	themes
11-12.RC.3 (effect of structure)	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work. (E)	parallel episodes pacing flashbacks mystery tension structure of a work
11-12.RC.4 (compare/contrast works of literary or cultural significance)	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	character types archetypes myth allusion
11-12.RC.5 (compare/contrast central ideas in different works)	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.(E)	central ideas
11-12.RC.6 (development of ideas or events)	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.	ordering: chronological, logical, spatial, importance introduction body conclusion transitional words
11-12.RC.7 (author's rhetoric)	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g.appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text. (E)	rhetoric author's perspective/purpose
11-12.RC.8 (delineate and evaluate argument)	Delineate and evaluate the arguments and specific claims in U.S.and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	argument reasoning evidence

		false statements fallacious reasoning author's argument
11-12.RC.9 (synthesize accounts in different mediums)	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	
11-12.RC.10 (synthesize U.S. and world documents)	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	synthesize
11-12.RC.11 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
11-12.RC.12 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations
11-12.RC.13 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	figurative language connotative words word choice tone multiple meanings metaphor similes personification hyperbole euphemisms pun formal/informal
11-12.RC.14 (analyze diction in nonfiction)	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)	figurative meanings connotative meanings technical meanings word choice tone
<p style="text-align: center;">Writing</p> <p style="text-align: center;">Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</p>		
11-12.W.1 (write arguments)	Write arguments in a variety of forms that: a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim.	arguments precise claims counterclaims reasons evidence

	<ul style="list-style-type: none"> c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. (E) 	transitions consistent style and tone concluding statement
11-12.W.2 (write informative compositions)	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate to the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). (E) 	topic complex ideas facts definitions details quotations information examples transitions vocabulary choice style concluding statement topic sentence supporting sentence clincher paraphrase
11-12.W.3 (write narrative compositions)	<p>Write narrative compositions in a variety of forms that—</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 	narrative conflict pacing sensory details setting problem points of view events

11-12.W.4 (writing process)	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ol style="list-style-type: none"> Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (<i>e.g., use of publishing programs, integration of multimedia</i>) Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 	draft revision editing
11-12.W.5 (research)	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. Present information, choosing from a variety of formats. (E) 	inquiry questions authoritative sources annotations plagiarism synthesis
<p align="center">Communication and Collaboration</p> <p align="center">Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</p>		
11-12.CC.1 (collaborative discussions)	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	collaborative discussions
11-12.CC.2 (reason with evidence in discussion)	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)	textual evidence in discussion
11-12.CC.3 (expand conversations)	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
11-12.CC.4 (respond to multiple perspectives)	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the	

	task. (E)	
11-12.CC.5 (evaluate speaker's argument)	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)	
11-12.CC.6 (present information)	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.	
11-12.CC.7 (media presentations)	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)	
11-12.CC.8 (impact of media on the public)	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)	