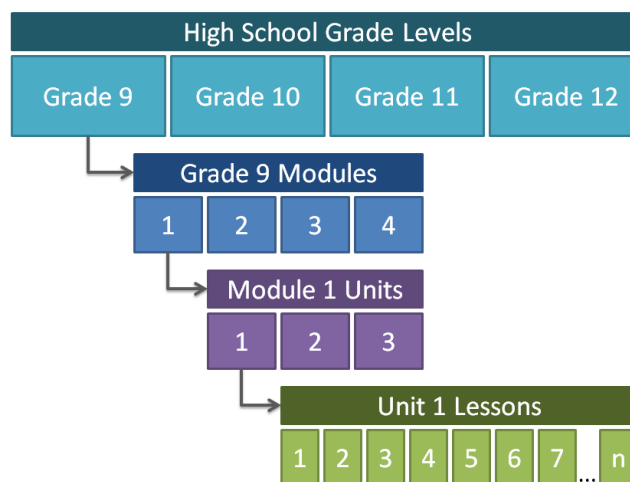


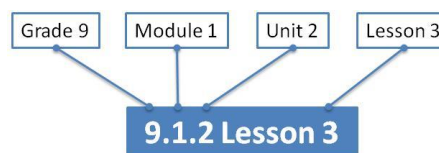
# GRADE 12 Curriculum Map

## Introduction

The New York State Common Core ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

## Grade 12 Overview

The New York State Grade 12 curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction. In Module 12.1, students engage with autobiographical nonfiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application. In Module 12.2, students read both literary and nonfiction texts to analyze how authors use rhetoric and structure in texts dealing with concepts of government and power. In Module 12.3, students engage in an inquiry-based iterative process for research. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students explore topics that may elicit multiple positions and perspectives, gathering and analyzing sources to establish a position of their own and crafting an argument-based research paper. In Module 12.4, the last module of high school, students work with literary texts, including drama, poetry, short fiction, and novel, to explore how authors treat similar central ideas and themes via character development and interaction.

In the first module of the New York State grade 12 curriculum, students read and analyze two nonfiction personal narratives that serve as the basis for narrative writing instruction throughout the module. Students first read in its entirety *The Autobiography of Malcolm X* as told to Alex Haley, followed by Leslie Marmon Silko's personal narrative essay "Yellow Woman and a Beauty of the Spirit." After analyzing the authors' use of style, structure, and content to develop complex ideas, experiences, and characters, students apply their understanding of these narrative techniques as they write personal narrative essays in response to one of the Common Application prompts. Students revise and edit their essays extensively over the course of the final unit of the module, further developing their narrative writing skills through peer review and discussion. At the end of this module, students produce final drafts of their personal narratives suitable for use in the college application process. The module Performance Assessment requires students to prepare for and participate in a simulated college or career interview.

Module 12.2 engages students in exploring complex ideas about power and government through the analysis of informational and literary texts. The first unit begins with a close reading of a 2007 speech by Benazir Bhutto entitled "Ideas Live On," in which students consider how Bhutto uses rhetoric to develop her point of view, and how she develops her ideas about the relationship of government to the individual. Students then read Henry David Thoreau's "Civil Disobedience," focusing on Thoreau's ideas about the relationship between the individual and the state and the role of individual conscience in ethical decision making. In the second unit, students continue to work with these ideas in William Shakespeare's *The Tragedy of Julius Caesar*, as they analyze Shakespeare's structural choices and use of powerful rhetorical language to develop central ideas, advance the plot, and create aesthetic impact.

In Module 12.3, students engage in an inquiry-based, iterative research process that serves as the basis for a culminating research-based argument paper. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students use Jared Diamond's *Guns, Germs, and Steel* as a seed text to surface and explore issues that lend themselves to multiple positions and perspectives. Additionally, in preparation for their own argument writing, students evaluate Diamond's claims, evidence, and reasoning. During the research process, students gather and analyze information from vetted sources to establish a position of their own and generate a written evidence-based perspective about a specific problem-based question. Through the writing process, students expand and develop the evidence-based perspective into a final draft of a research-based argument paper. Additionally, throughout the module, students create multimedia journal entries reflecting upon the research process. At the end of the module, students edit their multimedia journals into a 5–10 minute podcast narrating their research process and findings, which they present to an audience of peers, school leaders, and community members.

In the final module of Grade 12, students explore the structure of four different types of literary texts, and analyze how each author develops characters and central ideas of power dynamics, nostalgia, and identity. In the first unit of Module 12.4, students read Tennessee Williams' play *A Streetcar Named Desire* and Jimmy Santiago Baca's poem "A Daily Joy to Be Alive" before analyzing the texts in relation to one another. In the second unit, students read Nikolai Gogol's short story "The Overcoat" from *The Collected Tales of Nikolai Gogol*, and Jhumpa Lahiri's novel *The Namesake*, exploring the structure of the texts and analyzing how each author develops characters and central ideas, with particular emphasis on the central idea of identity, which is common to both texts. In both units of the module, students continue to refine their informative, argument, and narrative writing skills in response to text-based prompts. Decreasing scaffolds in key text analysis lessons fosters students' independent learning in this module to support students' college and career readiness.

## Curriculum Map

<b>MODULE 12.1</b> <b>“All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.”:</b> <b>Reading and Writing Personal Narratives</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “I’m for truth, no matter who tells it.”</b>				
<i>The Autobiography of Malcolm X</i> as told to Alex Haley	28	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Analyze the impact of style and content on the text</li> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Independently read and annotate text in preparation for evidence-based discussion</li> <li>Make claims about texts using specific textual evidence</li> <li>Use vocabulary strategies to define</li> </ul>	RI.11-12.1 <b>RI.11-12.2</b> <b>RI.11-12.3</b> RI.11-12.4 <b>RI.11-12.5</b> <b>RI.11-12.6</b> <b>W.11-12.2.a-f</b> <b>W.11-12.3.a-e,f</b> W.11-12.4 <b>W.11-12.5</b> <b>W.11-12.9.b</b> SL.11-12.1.a-c SL.11-12.4 SL.11-12.6 <b>L.11-12.1</b> <b>L.11-12.2.b</b>	<b>Mid-Unit:</b> Students write a multi-paragraph response to the following prompt: Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text.  <b>End-of-Unit:</b> Students write a multi-paragraph response to the following prompt: Analyze how three key events in <i>The Autobiography of Malcolm X</i> interact to develop one or more central ideas in the text.

<b>MODULE 12.1</b> <b>“All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.”:</b> <b>Reading and Writing Personal Narratives</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		unknown words <ul style="list-style-type: none"> <li>Write informative texts to convey complex ideas</li> <li>Write narratives to develop real experiences or events</li> <li>Independently practice the writing process outside of class</li> <li>Practice speaking and listening skills in preparation for a college interview</li> </ul>	L.11-12.3 L.11-12.4.a-c L.11-12.5.a	
<b>Unit 2: “Remember the stories, the stories will help you be strong.”</b>				
“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko	6	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about the text</li> <li>Collect and organize evidence from</li> </ul>	<b>RI.11-12.2</b> <b>RI.11-12.3</b> <b>RI.11-12.4</b> <b>RI.11-12.5</b> <b>W.11-12.2.a-f</b> W.11-12.3.a-f <b>W.11-12.9.b</b>	<b>End-of-Unit:</b> Students write a multi-paragraph response to the following prompt: Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

<b>MODULE 12.1</b> <b>“All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.”:</b> <b>Reading and Writing Personal Narratives</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		texts to support analysis in writing <ul style="list-style-type: none"> <li>• Make claims about texts using specific textual evidence</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Trace the development of ideas over the course of the text</li> <li>• Examine the use and refinement of a key term over the course of the text</li> <li>• Practice speaking and listening skills in preparation for a college interview</li> </ul>	<b>L.11-12.1</b> <b>L11-12.2.b</b> L.11-12.4.a,b	
<b>Unit 3: “Crafting a Personal Narrative Essay”</b>				
None	7	<ul style="list-style-type: none"> <li>• Write an effective introduction to a narrative essay</li> <li>• Write an effective conclusion to a narrative essay</li> </ul>	<b>W.11-12.3.a-f</b> <b>W.11-12.4</b> W.11-12.5 W.11-12.6 SL.11-12.4	<b>End-of-Unit:</b> Students complete the final drafts of their narrative essays.

**MODULE 12.1****“All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.”:****Reading and Writing Personal Narratives**

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>• Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection</li> <li>• Sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</li> <li>• Use precise words and phrases, telling details, and sensory language</li> <li>• Engage in constructive peer-review of narrative essays</li> <li>• Produce writing that is appropriate to task, purpose, and audience</li> <li>• Practice speaking and listening skills in preparation for a college interview</li> </ul>	<b>SL.11-12.6</b> <b>L.11-12.1</b> <b>L.11-12.2.a-b</b>	

<b>MODULE 12.1</b> <b>“All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.”:</b> <b>Reading and Writing Personal Narratives</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
None	2		SL.11-12.1.c <b>SL.11-12.4</b> <b>SL.11-12.6</b>	In this two-lesson Performance Assessment, students work in peer groups to practice responding orally to a series of questions that colleges may ask during an interview, and students assess their peers on several aspects of their answers including the organization, development, substance, and style of their responses. Students take their peers’ feedback into account to prepare for the culminating assessment: a fishbowl activity in which students respond orally to one of the questions they have practiced and are assessed on their response.

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 12.2</b> <i>“I ask for, not at once no government, but <i>at once</i> a better government.”:</i> <b>Exploring Complex Ideas through Craft and Structure</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “[A] free and enlightened state.”</b>				
“Ideas Live On” by Benazir Bhutto  “Civil Disobedience” by Henry David Thoreau	16	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about texts</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Make claims about texts using specific textual evidence</li> <li>Use vocabulary strategies to define unknown words</li> <li>Trace the development of ideas over the course of the text</li> <li>Examine the use and refinement of a key term over the course of</li> </ul>	<b>CCRA.R.8</b> CCRA.R.9 <b>RI.11-12.2</b> <b>RI.11-12.3</b> <b>RI.11-12.6</b> <b>W.11-12.2.a-f</b> W.11-12.9.b <b>SL.11-12.1.a, c</b> <b>L.11-12.1</b> <b>L.11-12.2.a, b</b> L.11-12.4.a-c <b>L.11-12.5.a</b>	<b>End-of-Unit:</b>  Students write a formal, multi-paragraph response to the following prompt: “What does Thoreau mean by “a better government”?

## MODULE 12.2

“I ask for, not at once no government, but *at once* a better government.”:

Exploring Complex Ideas through Craft and Structure

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<p>the text</p> <ul style="list-style-type: none"> <li>• Delineate and evaluate the reasoning in a text</li> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Independently preview texts in preparation for supported analysis</li> <li>• Independently develop questions for further textual analysis</li> <li>• Write informative texts to convey complex ideas</li> <li>• Independently practice the writing process outside of class</li> <li>• Use rubrics and checklists for self-assessment of participation in discussion</li> </ul>		

<b>MODULE 12.2</b> <b>“I ask for, not at once no government, but <i>at once</i> a better government.”:</b> <b>Exploring Complex Ideas through Craft and Structure</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 2: “Th’abuse of greatness is when it disjoins / remorse from power.”</b>				
<i>The Tragedy of Julius Caesar</i> by William Shakespeare	22	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about the text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Make claims about texts using specific textual evidence</li> <li>Use vocabulary strategies to define unknown words</li> <li>Trace the development of ideas over the course of the text.</li> <li>Examine the use and refinement of a key term over the course of the text.</li> </ul>	CCRA.R.6 <b>RL.11-12.2</b> <b>RL.11-12.3</b> <b>RL.11-12.4</b> <b>RL.11-12.5</b> <b>RL.11-12.6</b> <b>W.11-12.2.a-f</b> W.11-12.9.a SL.11-12.1.b, c <b>SL.11-12.6</b> <b>L.11-12.1</b> <b>L.11-12.2.a, b</b> L.11-12.4.a, c L.11-12.5.a, b	<b>Mid-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Is Caesar’s death a “sacrifice” or a “butchery”?  <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate.

## MODULE 12.2

“I ask for, not at once no government, but *at once* a better government.”:

Exploring Complex Ideas through Craft and Structure

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Paraphrase and quote relevant evidence from the text</li> <li>Independently preview texts in preparation for supported analysis</li> <li>Independently develop questions for further textual analysis</li> <li>Write informative texts to examine and convey complex ideas</li> <li>Use rubrics and checklists for self-assessment and peer review of writing</li> <li>Practice speaking and listening skills in preparation for a dramatic reading performance</li> </ul>		
<p>“Ideas Live On” by Benazir Bhutto</p> <p>“Civil Disobedience” by</p>	3		<p><b>CCRA.R.9</b></p> <p><b>RL.11-12.11</b></p> <p><b>W.11-12.2.a-f</b></p> <p><b>W.11-12.9.a, b</b></p> <p><b>SL.11-12.4</b></p>	<p>Students engage in an in-depth discussion of three prompts and then choose one prompt as the focus of a multi-paragraph written analysis.</p> <p>Prompts:</p> <p>Is democracy “the last improvement possible in</p>

<b>MODULE 12.2</b> <i>"I ask for, not at once no government, but at once a better government.":</i> Exploring Complex Ideas through Craft and Structure				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Henry David Thoreau <i>The Tragedy of Julius Caesar</i> by William Shakespeare			<b>L.11-12.1</b>	government" (Thoreau, part 3, par.19)? What is the role and responsibility of government? Who should have the power to make decisions in a society?

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 12.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: Using a Seed Text as a Springboard to Engage in Inquiry-Based Research</b>				
<i>Guns, Germs, and Steel</i> by Jared Diamond  Students also choose from the following model research sources:  1. “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty 2. “Poverty Facts and Stats” by Anup Shah 3. “Evidence For Action: Gender Equality and Economic	27	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive, evidence-based discussions about texts</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Collect and organize evidence from texts to support claims made in writing</li> <li>Use vocabulary strategies to define unknown words</li> <li>Identify potential issues for research within a text</li> <li>Conduct pre-searches to validate sufficiency of information for exploring potential issues</li> </ul>	<b>CCRA.R.8</b> <b>RI.11-12.1.a</b> <b>RI.11-12.3</b> <b>RI.11-12.6</b> <b>W.11-12.1.a, b</b> <b>W.11-12.2.a-f</b> W.11-12.4 <b>W.11-12.7</b> <b>W.11-12.8</b> <b>W.11-12.9.b</b> <b>SL.11-12.1.a, c, d</b> SL.11-12.3 <b>SL.11-12.4</b> L.11-12.1 L.11-12.2 L.11-12.4.a, c	<b>Mid-Unit:</b>  Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: Choose an excerpt from <i>Guns, Germs, and Steel</i> . Identify one of Diamond’s supporting claims; evaluate whether the evidence is relevant and sufficient and the reasoning is valid to support that claim.  <b>End-of-Unit:</b>  Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from their sources: Write a two-page synthesis of your conclusions and perspective derived from your research. Draw on your research evidence to express your perspective on your problem-based question.

<b>MODULE 12.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>Growth” by John Ward, Bernice Lee, Simon Baptist, and Helen Jackson</p> <p>4. “How Many Americans Live in Poverty?” by Pam Fessler</p> <p>5. “Human Capital Investment in the Developing World: An Analysis of Praxis” by Adeyemi O. Ogunade</p> <p>6. “The Case for Universal Basic Education for the World’s Poorest Boys and Girls” by Gene B. Sperling</p>		<ul style="list-style-type: none"> <li>• Delineate arguments and explain relevant and sufficient evidence and valid reasoning</li> <li>• Analyze perspectives in potential research texts</li> <li>• Assess sources for credibility, relevance, and accessibility</li> <li>• Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument</li> <li>• Develop, refine, and select inquiry questions to guide research</li> <li>• Develop and continually assess a research frame to guide independent searches.</li> <li>• Craft claims about inquiry questions, inquiry paths, and a</li> </ul>		

<b>MODULE 12.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
7. “Education for All Global Monitoring Report, 2005” by UNESCO  8. “Bridging the Gender Divide: How Technology Can Advance Women Economically” by Kirrin Gill, Kim Brooks, James McDougall, Payal Patel, and Aslihan Kes  9. “Investing in Development: A Practical Plan to Achieve the Millennium Development Goals” by Jeffrey		problem-based question using specific textual evidence from the research  <ul style="list-style-type: none"> <li>Develop counterclaims in opposition to claims</li> <li>Create oral presentations, keeping in mind audience’s concerns, values, and potential biases</li> </ul>		

<b>MODULE 12.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
D. Sachs, et al. 10. “Economic Impacts of Broadband” by Christine Zhen-Wei Qiang and Carlo M. Rossotto with Kaoru Kimura in 2009 <i>Information and Communications for Development: Extending Reach and Increasing Impact</i> by World Bank Publications				
<b>Unit 2: Synthesizing Research and Argument Through the Writing Process</b>				
Student texts (research sources) vary. By 12.3.2,	11	<ul style="list-style-type: none"> <li>Create an outline to organize collected evidence</li> <li>Analyze, synthesize, and organize</li> </ul>	<b>W.11-12.1.a-e</b> <b>W.11-12.4</b> <b>W.11-12.5</b>	<b>End-of-Unit:</b> Students are assessed on their final drafts of their research-based argument papers. The final draft

<b>MODULE 12.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
students have chosen texts for research based on their individual problem-based questions.		evidence-based claims <ul style="list-style-type: none"> <li>• Write effective introduction, body, and conclusion paragraphs for a research-based argument paper</li> <li>• Use proper MLA citation methods in writing</li> <li>• Edit for a variety of language conventions, including hyphens and correct capitalization, punctuation, and spelling</li> <li>• Use formal style and objective tone in writing</li> <li>• Demonstrate clarity and cohesion in writing</li> <li>• Vary syntax for effect ,consulting references when needed</li> </ul>	W.11-12.7 W.11-12.8 <b>W.11-12.9</b> SL.11-12.1 SL.11-12.4 SL.11-12.5 SL.11-12.6 <b>L.11-12.1.b</b> <b>L.11-12.2.a, b</b> <b>L.11-12.3.a</b> L.11-12.6	should present a precise claim supported by relevant and sufficient evidence and valid reasoning. The draft should be well organized, distinguish claims from alternate and opposing claims, and use transitional language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should demonstrate control of the conventions of written language and maintain a formal style and objective tone.

<b>MODULE 12.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
End of Module Performance Assessment	4		<b>SL.11-12.1.d</b> <b>SL.11-12.4</b> <b>SL.11-12.5</b> <b>SL.11-12.6</b> L.11-12.1 L.11-12.6	Students complete their multimedia research journals by crafting a single 5–10 minute multimedia narrative that includes elements of their individual research processes and findings. Students’ final products should include highlights from the entire research process, including their first areas of investigation and pre-searches, as well as the final central claim, several supporting claims, reasoning, and evidence. The final products should draw clear connections between early research and the final claims to create a story that documents that development. In the third and final lesson of this Performance Assessment, students present their multimedia narratives to an audience and respond to questions. Students are assessed on their final multimedia narrative presentations and on their responses to audience questions following their presentations.

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 12.4</b> <b>“I continually find myself in the ruins / of new beginnings”:</b> <b>Analyzing the Interaction of Central Ideas and Character Development</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “I’m going to <i>do</i> something. Get hold of myself and make myself a new life!”</b>				
<i>A Streetcar Named Desire</i> by Tennessee Williams “A Daily Joy to Be Alive” by Jimmy Santiago Baca	14	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive, evidence-based discussions about texts</li> <li>Collect and organize evidence from texts to support analysis in writing and discussions</li> <li>Use vocabulary strategies to define unknown words</li> <li>Independently read a text in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from a text</li> <li>Make claims about texts using specific textual evidence</li> <li>Independently read and annotate</li> </ul>	<b>CCRA.R.9</b> <b>RL.11-12.2</b> <b>RL.11-12.3</b> <b>RL.11-12.5</b> <b>RL.11-12.7</b> <b>W.11-12.1.d, e*</b> <b>W.11-12.2.a-f*</b> W.11-12.3.a, b, d W.11-12.4 W.11-12.9.a SL.11-12.1.a, c, d <b>L.11-12.1</b> <b>L.11-12.2</b>	<b>End-of-Unit:</b> Students craft a formal, multi-paragraph response to one of two prompts of their choice. Each of the two options requires students to consider both the play <i>A Streetcar Named Desire</i> and the poem “A Daily Joy to Be Alive” as they craft their responses. The first option is an informative prompt: What does it mean to be “in the ruins / of new beginnings” (lines 20–21) for the speaker in “A Daily Joy to Be Alive” and a character from <i>A Streetcar Named Desire</i> ? The second option is an argument prompt: To what extent are individuals free to shape their own identities? Use evidence from <i>A Streetcar Named Desire</i> and “A Daily Joy to Be Alive” to support your argument.

## MODULE 12.4

“I continually find myself in the ruins / of new beginnings”:  
Analyzing the Interaction of Central Ideas and Character Development

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		text in preparation for evidence-based discussion <ul style="list-style-type: none"> <li>Analyze multiple interpretations of a source text</li> <li>Generate and respond to questions in scholarly discourse</li> <li>Practice narrative, argument, and informative writing techniques and skills</li> </ul>	L.11-12.4.a L.11-12.5.a	
<b>Unit 2: “The reader should realize himself that it could not have happened otherwise...”</b>				
“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol  <i>The Namesake</i> by Jhumpa Lahiri	23	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive, evidence-based discussions about texts</li> <li>Collect and organize evidence from texts to support analysis in writing and discussions</li> </ul>	<b>CCRA.R.9</b> <b>RL.11-12.2</b> <b>RL.11-12.3</b> <b>RL.11-12.4</b> <b>RL.11-12.5</b> <b>W.11-12.2.a-f</b> W.11-12.3.a-d W.11-12.4 <b>W.11-12.9.a</b>	<b>Mid-Unit:</b> Students use textual evidence from Nikolai Gogol’s “The Overcoat” to craft a formal, multi-paragraph response to the following prompt: How does Gogol’s use of the overcoat relate to two interacting central ideas? <b>End-of-Unit:</b> Students engage in a formal, evidence-based discussion in response to the following prompt:

## MODULE 12.4

“I continually find myself in the ruins / of new beginnings”:  
Analyzing the Interaction of Central Ideas and Character Development

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Use vocabulary strategies to define unknown words</li> <li>Independently read a text in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from a text</li> <li>Make claims about texts using specific textual evidence</li> <li>Independently read and annotate text in preparation for evidence-based discussion</li> <li>Generate and respond to questions in scholarly discourse</li> <li>Practice narrative, argument, and informative writing techniques and skills</li> </ul>	<b>SL.11-12.1.a, c, d</b> <b>L.11-12.1</b> <b>L.11-12.2</b> L.11-12.4.a, b	Compare Nikolai Gogol and Jhumpa Lahiri’s approaches to identity in “The Overcoat” and <i>The Namesake</i> .
<i>A Streetcar Named Desire</i> by Tennessee Williams	4		<b>CCRA.R.9</b> RL.11-12.2 <b>RL.11-12.11</b>	Students select one of two writing assessments through which they synthesize their analysis of the idea of identity in the 12.4 module texts. Each

## MODULE 12.4

“I continually find myself in the ruins / of new beginnings”:  
Analyzing the Interaction of Central Ideas and Character Development

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>“A Daily Joy to Be Alive” by Jimmy Santiago Baca</p> <p>“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol</p> <p><i>The Namesake</i> by Jhumpa Lahiri</p>			<p><b>*W.11-12.1.d, e</b></p> <p><b>*W.11-12.2.a-f</b></p> <p><b>W.11-12.3.a-e</b></p> <p><b>W.11-12.4</b></p> <p>W.11-12.9.a</p> <p>SL.11-12.1</p> <p><b>L.11-12.1</b></p> <p><b>L.11-12.2</b></p> <p>L.11-12.6</p>	<p>writing assessment is a two-part analysis that provides students with an opportunity to write formally in two different genres. Students select one of the following prompts:</p> <p>Option #1: Narrative + Informative Writing: This is a two-part writing assessment.</p> <p>Part A. Choose a key scene or critical moment from one of the module texts. Rewrite the key scene or critical moment so that the character(s) make a different choice than the one made in the actual text. Choose whichever genre (play or story) best fits the scene. The scene should have a narrative arc and the content should remain consistent with the original text.</p> <p>Part B. After drafting the narrative, write a commentary on how the narrative choices you made shape or re-shape the character’s identity and explain how your choices impact the original text.</p>

<b>MODULE 12.4</b> <b>“I continually find myself in the ruins / of new beginnings”:</b> <b>Analyzing the Interaction of Central Ideas and Character Development</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
				<p>Option #2: Argument + Narrative Writing: This is a two-part writing assessment.</p> <p>Part A. Select 1–2 of the module texts and make an evidence-based claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.</p> <p>Part B. Write a 1–2 page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the module texts or an experience of one of the characters.</p>

**Note:** Bold text indicates targeted standards that will be assessed in the module.

## Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

### Key:

Assessed Standard ●

Addressed Standard ○

College and Career Readiness Anchor Standards for Reading					
Key Ideas and Details		12.1	12.2	12.3	12.4
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.		○		
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		●	●	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		●		●
Reading for Literature					
Key Ideas and Details		12.1	12.2	12.3	12.4
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.	Yearlong standard			
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.		●		●
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		●		●
Craft and Structure		12.1	12.2	12.3	12.4
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 multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)				
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (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 structure and meaning as well as its aesthetic impact.		●		●
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		●		
<b>Integration of Knowledge and Ideas</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
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. (Include at least one play by Shakespeare and one play by an American dramatist.)				●
RL.11-12.7.a	Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.				
RL.11-12.8	(Not applicable to literature)		CCRA.R.8	CCRA.R.8	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		CCRA.R.9		CCRA.R.9
<b>Range of Reading and Level of Text Complexity</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
RL.11-12.10*	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<i>Yearlong standard</i>			
RL.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.		●		●
<b>Reading for Informational Text</b>					
<b>Key Ideas and Details</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
RI.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.	○		●	
RI.11-12.1.a*	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	

RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	●			
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	●		●	
<b>Craft and Structure</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
RI.11-12.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	●			
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	●			
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	●		●	
<b>Integration of Knowledge and Ideas</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
RI.11-12.7	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.				
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).		CCRA.R.8	CCRA.R.8	
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		CCRA.R.9		CCRA.R.9
<b>Range of Reading and Level of Text Complexity</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
RI.11-12.10*	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.	Yearlong standard.			

Writing					
Text Types and Purposes		12.1	12.2	12.3	12.4
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. Explore and inquire into areas of interest to formulate an argument.			●	●
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.			●	
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.			●	
W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax 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.			●	
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			●	●
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.			●	●
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●	●	●
W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●	●	●
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	●	●	●	●
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	●
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	●	●	●	●

W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●	●
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	●
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●			●
W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	●			●
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	●			●
W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	●			●
W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●			●
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●			●
W.11-12.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	●			
<b>Production and Distribution of Writing</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●		●	●
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	●		●	
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	○			

Research to Build and Present Knowledge		12.1	12.2	12.3	12.4
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.11-12.7.a	Explore topics dealing with different cultures and world viewpoints.				
W.11-12.8	Gather relevant information from multiple authoritative print and digital 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, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			●	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		●	●	●
W.11-12.9.a	Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).		●		●
W.11-12.9.b	Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	●	●	○	
Range of Writing		12.1	12.2	12.3	12.4
W.11-12.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Yearlong standard.			
Speaking and Listening					
Comprehension and Collaboration		12.1	12.2	12.3	12.4
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	○	●	●	●
SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	○	●	○	●

SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	○	○		
SL.11-12.1.c	Propel 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.	○	●	○	●
SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			●	●
SL.11-12.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.				
SL.11-12.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			○	
<b>Presentation of Knowledge and Ideas</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	●	●	●	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			●	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	●	●	●	

Language					
Conventions of Standard English		12.1	12.2	12.3	12.4
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.				
L.11-12.1.b	Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.			○	
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●
L.11-12.2.a	Observe hyphenation conventions.	●	●	○	
L.11-12.2.b	Spell correctly.	●	●	○	
Knowledge of Language		12.1	12.2	12.3	12.4
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	○		●	
L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.			○	
Vocabulary Acquisition and Use		12.1	12.2	12.3	12.4
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	●	○	○	○
L.11-12.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	●	○	○	○
L.11-12.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	●	○		○
L.11-12.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	●	○	○	

L.11-12.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	○	●		○
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	○	●		○
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.		○		
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			○	○

\*Standards marked with an asterisk (\*) are yearlong standards included in each module.