

New Braunfels ISD Year at a Glance 2020-21		12th Grade English Language Arts and Reading				August 2020	
Essential Resources District Resources to Teach 100% of the TEKS: Literacy Libraries; NBISD Novel Sets; Houghton Mifflin Harcourt.							
Recursive TEKS 4.4 A-1, 4.5 A-J, 9 A-E,							
1st Quarter Aug 24 - Oct 16, 2020 (38 Instructional Days)			2nd Quarter Oct 19 - Dec 18, 2020 (40 Instructional Days)				
Timeline		12.1 Name: This I Believe		12.2 Name: Origin of a Nation-1		12.3 Name: Origin of a Nation-2	
Unit		12.4 Name: The English Renaissance 1		12.5 Name: English Renaissance 2 (Macbeth)			
Genre		R: Mentor Texts from This I Believe, Beowulf, Beowulf is Back W: Personal Philosophy, Literary Analysis		R: Primary Sources: (Letters/Diaries), Poetry, Drama W: Literary/Rhetorical Analysis			
Essential Questions		What is my personal philosophy and how does it shape my decisions? 1. What makes someone a hero? 2. What is true chivalry? 3. Can we control our fate? 4. What happens when a society unravels?		(Romance and Realism) What makes someone a hero? What is true chivalry? Poetry: What is the difference between love and passion? How does time affect our feelings?		To what extent do power and greed affect individuals and the relationships they cultivate? To what degree is our fate in our own hands?	
Current Grade		Unit 1: Example "This I Believe" essays Unit 2: Beowulf and Beowulf is Back, The Canterbury Tales: The Wife of Bath's Tale		Unit 3: The Paston Letters/My Syrian Diary and/or Monte d'Arthur Chivalry Unit 4: Renaissance Poetry: "A Valediction: Forbidding Mourning," "To His Coy Mistress/Twenty-One Love Poems," Shakespeare Sonnets 18, 29, 130; A Passionate Shepherd to His Love Unit 5: Macbeth			
Reading Choices		Unit 1: Example "This I Believe" essays Unit 2: Beowulf and Beowulf is Back, The Canterbury Tales: The Wife of Bath's Tale		Unit 3: The Paston Letters/My Syrian Diary and/or Monte d'Arthur Chivalry Unit 4: Renaissance Poetry: "A Valediction: Forbidding Mourning," "To His Coy Mistress/Twenty-One Love Poems," Shakespeare Sonnets 18, 29, 130; A Passionate Shepherd to His Love Unit 5: Macbeth			
TEKS		4.9 A-E The Writing Process		4.4.G Key Ideas 4.2 B-C vocabulary E4.4.E-G connections, key ideas, inferences, evidence 4.5.D paraphrase/summarize 4.7A Brit Lit 4.7.B poetry structure/devices 4.7.E.I Thesis, appeals, call to action 4.7.E.III audience 4.7.multimodal/digital texts 4.8.A purpose/audience/message 4.8.D author's use of language 4.8.E paradox, satire, allegory 4.8.G rhetorical devices/logical fallacies 4.9.C Revision 4.9.D Editing		4.4.G Evaluate details/Key ideas 4.2 B-C Questions and predictions 4.4.E-G connections, infer, synthesize 4.5.D Create mental images E4.6.A theme, character, POV, setting, plot 4.6.B characters' behavior/motivations>theme 4.7A Brit Lit 4.7.C Elements of Drama 4.7.E.I thesis/appeals/structure of argument E4.7.E.III audience or reader 4.8.A purpose, message, audience E4.8.D Author's use of language E4.8.E Devices: paradox, satire, allegory E4.9.Revision E4.9.D Editing	
3rd Quarter Jan 4 - March 12, 2021 (48 Instructional Days)			4th Quarter March 22 - May 27, 2021 (48 Instructional Days)				
Timeline		12.6 Name: Restoration/19th C		12.7 Name: Romanticism		12.8 Name: The Victorians	
Unit		12.9 Name: Modern/Contemporary		12.10 (Concurrent w/Unit 11) Name: Book Clubs/Novels		12.11 (Concurrent w/Unit 10) Name: Senior Memory Books	
Genre		R: A Modest Proposal, Journal of a Plague Year, Assorted Poetry, from Jane Eyre W: Satire, Literary Analysis, Poetry		R: NF Reflective Essay, Poetry, Short Story, Novels (Things Fall Apart/Murder on the Orient Express) W: Reader Response/Digital Composition-Memory Books (Narrative/Reflection)			
Big Idea		1. How can satire change peoples behavior? 2. What keeps women from achieving equality with men? 3. Why are plagues so horrifying?		1. What can nature offer us? 2. How do you define beauty? 3. How can science go wrong? 4. What shapes your outlook on life?		1. What is a true benefactor? 2. How do you view the world? 3. What brings out cruelty in people? 4. Which invention has had the most impact on your world?	
Current Grade		Unit 6: A Modest Proposal, Journal of a Plague Year Unit 7: Wordsworth Collection (Tintern Abbey, Westminster Bridge, and I Wandered Lonely as a Cloud), Keats "Ode On a Grecian Urn", Shelley "Ode to the West Wind" Unit 8: from Jane Eyre, Poetry Pairing "Dover Beach" and "The Darkening Thrush"		Unit 9: HMM Unit Modern and Contemporary Voices: "Shooting an Elephant"/"MyRacist Daughter", "Do Not Go Gentle" Unit 10: Novel Unit Things Fall Apart Unit 11: Novel Unit Murder on the Orient Express & Senior Memory Books (Ongoing throughout semester 2)		Preparing for life beyond high school: Where am I going, where have I been?	
Reading Choices		Unit 6: A Modest Proposal, Journal of a Plague Year Unit 7: Wordsworth Collection (Tintern Abbey, Westminster Bridge, and I Wandered Lonely as a Cloud), Keats "Ode On a Grecian Urn", Shelley "Ode to the West Wind" Unit 8: from Jane Eyre, Poetry Pairing "Dover Beach" and "The Darkening Thrush"		Unit 9: HMM Unit Modern and Contemporary Voices: "Shooting an Elephant"/"MyRacist Daughter", "Do Not Go Gentle" Unit 10: Novel Unit Things Fall Apart Unit 11: Novel Unit Murder on the Orient Express & Senior Memory Books (Ongoing throughout semester 2)		Preparing for life beyond high school: Where am I going, where have I been?	
TEKS		4.2.B Draw Conclusions 4.4.F-G Making Connections/Evaluating Key Ideas 4.4.H Synthesizing Information 4.5.A-D Responding to Literature 4.7.D-I Evaluating Satire 4.7.E-I Evaluating Argumentative Texts 4.8.A Author's Purpose 4.8.B Text Structure 4.8.E Literary Devices		4.2.A-B Vocabulary 4.4.E-F Connecting, Inferring, Evaluating Key Ideas 4.4.G Evaluating Key Ideas 4.5.G Implicit/Explicit Meanings 4.6.A-B Analyze Literary Elements 4.7.A Genres/British Literature 4.7.B Analyzing Figurative Language 4.8.A Evaluate Author's Purpose 4.8.B Evaluate Text Structure 4.9.D Editing 4.10.A Writing Literary Texts	4.2.B Draw Conclusions 4.4.F-G Making Connections/Evaluating Key Ideas 4.4.H Synthesizing Information 4.5.A-D Responding to Literature 4.7.D-I Evaluating Satire 4.7.E-I Evaluating Argumentative Texts 4.8.A Author's Purpose 4.8.B Text Structure 4.8.E Literary Devices	4.1.A meaningful discourse 4.2.A Vocabulary 4.4.C predictions 4.4.F inferences/evidence 4.5.G Implicit/Explicit 4.6.A relationships among lit elements 4.6.D Historical/Economic/social context 4.7.A Brit Lit 4.7.D informational text structure 4.8.G effect of devices and logical fallacies 4.8.F Diction and syntax 4.9.C revise drafts 4.10.A compose literary texts 4.10B compose informational texts 4.11E locate relevant sources 4.11F synthesize information	4.4 A-I Comprehension of texts 4.5 A-J Response skills 4.9 A-E Composition 12.9 A-E Composition: Writing Process 12.10 A Compose literary texts E4.7F Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.