

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	1
Grade/Level	12 th Grade		Weeks:	1
Overview				
Student will write personal narratives				
Student will research course overview and present timeline				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation		Student Learning Outcome Clarification	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3B-- Demonstrate control over grammatical elements		subordinate conjunctions (as, because, inasmuch as, now, that . .	
(12.8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8H-- Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts			

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	2
Grade/Level	12 th Grade	Weeks:	2
Overview			
Student will take notes both from oral lecture and written text			
Student will read Anglo-Saxon poetry, riddles			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	<ul style="list-style-type: none"> • after introductory participial and absolute phrases (The matter being decided, the director continued his report. Generally speaking, his successes go unnoticed.) • when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.) 	
(12.7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	7B-- Rely on context to determine meanings of words and phrases		
(12.7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	7C-- Apply meanings of prefixes, roots, and suffixes in order to comprehend		
(12.8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8H-- Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts		
(12.10) Reading/culture. The student reads widely, including British literature, to	10C-- Recognize and discuss themes and connections that cross cultures		

Wylie ISD Curriculum

increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:		
---	--	--

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	3
Grade/Level	12 th Grade	Weeks:	3
Overview			
Student will read <i>Beowulf</i> –introduction, background, Grendel section and finish, turn in polished draft of personal narrative			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	<ul style="list-style-type: none"> • when to use a comma with a dependent clause within the sentence: Engraved stationery, which conveys the impression of dignity and reliability, adds to the attractiveness of correspondence. Anyone who as not learned to appreciate classical music is unfortunate.) • to separate clauses joined by such transitional words <i>as hence, moreover, however, also, therefore, consequently</i> (Susan saw no objection to the suggestion; therefore, she accepted it.) 	
(12.7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	7F-- Discriminate between connotative and denotative meanings and interpret the connotative power of words		
(12.7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	7G-- Read and understand analogies		
(12.8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8E-- Use text structures		
(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	12C-- Analyze the relevance of setting and time frame to text's meaning		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	4
Grade/Level	12 th Grade	Weeks:	4
Overview			
<p>Students will continue studying <i>Beowulf</i> (section two—Grendel’s mother) Students will be introduced to the concept of archetypes Students will read or watch excerpt of Campbell’s <i>Power of Myth</i> and/or Campbell’s <i>The Hero with a Thousand Faces</i></p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(12.8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	<p>8G-- Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p>	<ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect • Form Generalizations: A statement about a group/class of persons, places, things, or events supported by accurate information. There are many different kinds of generalizations. • Inductive process: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text • Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text) 	

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	5
Grade/Level	12 th Grade		Weeks:	5
Overview				
Complete <i>Beowulf</i> (section three—Dragon)				
Begin unit assessment—formal essay prewriting and draft (coupled with optional traditional test— <i>teacher discretion</i>)				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	12A-- Compare and contrast elements of texts such as including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) and allusions both within and across texts	<p>Analyzing Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits <p>Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do</p> <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation • Spiritual Motivation • Status-seeking <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Round • Flat • Dynamic • Static • Protagonist • Antagonist • Foil • Confidante • Archetypes 		

Wylie ISD Curriculum

<p>(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p>	<p>12D-- Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved</p>	<p>Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none">• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)• Narrative Hook (inciting incident; introduction of the conflict or the story problem)• Rising Action (events leading up to climax)• Climax (highest point of interest or the turning point)• Falling Action (leading down to the resolution of the story problem/line)• Resolution/Denouement (conclusion or end)
--	--	--

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	6
Grade/Level	12 th Grade	Weeks:	6
Overview			
Culmination of <i>Beowulf</i> Students will polish essay and/or complete comprehensive unit exam			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
None			

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	7
Grade/Level	12 th Grade	Weeks:	7
Overview			
<p>Student will be introduced to the Middle Ages (background information)</p> <p>Student will study and explore the ballad form</p> <p>Student will become familiar with the verbal participle</p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3C-- Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	<ul style="list-style-type: none"> • participles 	
(12.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	11A-- Respond to informational and aesthetic elements in texts	<p>“Allusions” refer to classical, mythological, religious texts, topical, colloquial, or historical references.</p> <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject</p>	
(12.8) Reading/comprehension. The student comprehends selections using a variety of	8F-- Produce summaries of texts by identifying main ideas and their supporting details	<p>Including:</p> <ul style="list-style-type: none"> • Determine the Main Idea of Entire Expository Passage (e.g., what the 	

Wylie ISD Curriculum

<p>strategies. The student is expected to:</p>		<p>passage is mainly/mostly about?")</p> <ul style="list-style-type: none"> • Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs • Provide the Text Support for A Main Idea Statement <ul style="list-style-type: none"> • Create a Summary that includes: <ul style="list-style-type: none"> • the main idea of the passage, • multiple, accurate details that support that main idea, and • details come from the beginning, middle, and end of the passage
<p>(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p>	<p>12G-- Understand literary forms and terms</p>	<p>Including an emphasis on the significance of the author’s use of:</p> <ul style="list-style-type: none"> • sounds of poetry: alliteration, assonance, consonance, rhyme, onomatopoeia • types of poetry: ballad • genre: ballad

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	8
Grade/Level	12 th Grade	Weeks:	8
Overview			
Student will begin <i>The Canterbury Tales</i> (Prologue)			
Student will continue working with verbals (gerund)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
None			

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	9
Grade/Level	12 th Grade	Weeks:	9
Overview			
Students will finish Chaucer’s “Prologue” and will read selected Canterbury “Tales” Students will write a modern prologue utilizing different characters in a modern setting.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3B-- Demonstrate control over grammatical elements	Pronouns <ul style="list-style-type: none"> • complement to the infinitive (The speakers are to be they who are running for election.) • subject of infinitive (The committee invited him and me to be present.) • object of infinitive (The chairman asked me to invite him to the conference.) • complement of infinitive (The manager took her to be me.) 	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3C-- Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	<ul style="list-style-type: none"> • infinitives 	
(12.13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	13F-- Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	Including the author’s: <ul style="list-style-type: none"> • Sentence Structure (syntax) • Use of Tone • Intended Audience & Message Organization/Structure <ul style="list-style-type: none"> • Word Choice (diction) Including identify: <ul style="list-style-type: none"> • Tone as “the reflection in a work of the author’s attitude toward his or her subject, characters, or readers.... Tone in writing is comparable to tone of voice in speech and may 	

Wylie ISD Curriculum

		<p>be described as brusque, friendly, imperious, insinuating, teasing....” Words that TAKS has used as correct answers include <i>tender, regretful, respectful, and urgent.</i></p> <ul style="list-style-type: none">• Mood as the “prevailing emotional attitude in a literary work or in part of a work, for example regret, hopefulness, bitterness.” Words that TAKS has used as correct answers include <i>suspenseful, excitement, triumph, anxiety, amazement, anticipation, eerie, and determined.</i>• Style as the “writer’s characteristic way of saying things. Style includes arrangement of ideas, word choice, imagery, sentence structure and variety, rhythm, repetition, coherence, emphasis, unity and tone. On TAKS, questions have been about what an author’s statement (“The victory, however, was only partial”) means, why the author used a series of questions, and the effect of the author’s use of certain words to create mood or tone.
--	--	---

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	10
Grade/Level	12 th Grade		Weeks:	10
Overview				
<p>Students will finish <i>The Canterbury Tales</i> selections</p> <p>Students will be formally assessed on ballads and <i>Canterbury Tales</i></p> <p>Students will choose topics for research in preparation of the Informative paper (research)</p> <p>Students will participate in note taking practice and note/bibliography format (MLA)</p>				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(12.13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	13D-- Apply modes of reasoning such as induction and deduction to think critically	Including applying: <ul style="list-style-type: none"> • Inductive process: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text • Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text) 		
(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:	14A-- Generate relevant, interesting, and researchable questions	Including: <ul style="list-style-type: none"> • Asks and answers relevant questions for personal clarification and extension of ideas in group discussions and to conduct formal and informal research • Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology) • Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information 		

Wylie ISD Curriculum

<p>(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:</p>	<p>3E-- Use a manual of style Modern Language Association (MLA)</p> <p>Quotation Marks</p> <ul style="list-style-type: none">• indenting long quotes and omitting quotation marks• quotes inside of quotes (single quotation marks)• articles in magazines and newspapers• chapters in books, songs, and poems <p>Parenthesis</p> <ul style="list-style-type: none">• parenthetical documentation• enclose words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed at Plymouth.)	
--	---	--

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	11
Grade/Level	12 th Grade	Weeks:	11
Overview			
<p>Students will conduct research on some medieval topic they select from a teacher-approved list.</p> <p>Students will take notes and utilize the library resources to conduct research.</p> <p>Students will write a rough introduction and thesis.</p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	4A-- Use writing to formulate questions, refine topics, and clarify ideas	Including: <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable 	
(12.4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	4D-- Compile information from primary and secondary sources using available technology		
(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:	14B-- Locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet		
(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:	14C-- Use text organizers such as overviews, headings, and graphic features to locate and categorize information		
(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:	14D-- Evaluate the credibility of information sources and their appropriateness for varied needs		

Wylie ISD Curriculum

<p>(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:</p>	<p>14E-- Organize and record new information in systematic ways such as notes, charts, and graphic organizers</p>	
--	---	--

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	12
Grade/Level	12 th Grade		Weeks:	12
Overview				
Student will write a rough draft of their informative (research) paper. Students will revise, review, peer edit, and create their final draft.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	<ul style="list-style-type: none"> • Semicolon--place a semicolon outside of parentheses and quotation marks ("Infer" means "conclude"; "imply" means "suggest.") • Colon--introduce formal or long quotation • Ellipses--omission of words or paragraphs from a quotation 		
(12.4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	4E-- Organize notes from multiple sources in useful and informing ways Such as graphics, conceptual maps, and learning logs			
(12.4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	4G-- Compile written ideas and representations into reports, summaries, or other formats and draw conclusions	<p>Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, 		

Wylie ISD Curriculum

		<p>place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</p> <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and a statement/conclusion about why something happened = cause/effect
<p>(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:</p>	<p>14F-- Produce research projects and reports in varying forms for audiences</p>	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	13
Grade/Level	12 th Grade	Weeks:	13
Overview			
Student will read Arthurian Romance Tales, study chivalric code and write Medieval Madness proposal.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	Colon <ul style="list-style-type: none"> • business letter 	
(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3C-- Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	Comma <ul style="list-style-type: none"> • when to use a comma with verbal phrases within the sentence 	
(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	12G-- Understand literary forms and terms	genre: medieval romance	
(12.14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:	14G-- Draw relevant questions for further study from the research findings or conclusions.		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	14
Grade/Level	12 th Grade	Weeks:	14
Overview			
Students continue to work on Medieval Madness proposals. Students will be introduced to the sonnet form, Shakespeare, and the Renaissance.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	12G-- Understand literary forms and terms	<ul style="list-style-type: none"> • types of poetry: sonnet • motif 	
(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	12E-- Analyze the melodies of literary language, including its use of evocative words and rhythms	<ul style="list-style-type: none"> • the author’s purpose in using a specific simile/metaphor • the author’s purpose in using a particular allusion • the purpose of the author’s use of rhythms/repetition in a narrative passage • the author's purpose in using a specific metaphor • the author’s use of “figurative/vividly descriptive language” such as specific images and vivid adjectives/adverbs 	
(12.12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	12B-- Propose and provide examples of themes that cross texts	<p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p>	

Wylie ISD Curriculum

<p>(12.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:</p>	<p>3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>	<p>Apostrophe a noun modifying a gerund (I had not heard of John's leaving.)</p>
<p>(12.18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:</p>	<p>18D-- Identify and analyze the effect of aesthetic elements within literary texts</p> <ul style="list-style-type: none"> • rhyme • imagery • language • rhythm • sound devices 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	15
Grade/Level	12 th Grade	Weeks:	15
Overview			
Students will display work and participate in Medieval Madness			
Students will continue sonnets and conduct some usage of knowledge (e.g. have a one-day Shakespearean insult competition)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
Nothing new—continue from week 14			

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	16
Grade/Level	12 th Grade	Weeks:	16
Overview			
Students will begin <i>Macbeth</i> .			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	11B-- Use elements of text to defend, clarify, and negotiate responses and interpretations	<ul style="list-style-type: none"> Analyze Setting 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	17
Grade/Level	12 th Grade	Weeks:	17
Overview			
Students will finish reading <i>Macbeth</i> .			
Students will take notes on prevalent motifs (e.g. blood, time, darkness, sleep, etc).			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	11B-- Use elements of text to defend, clarify, and negotiate responses and interpretations	<ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> • Motivation • Traits • Conflict • Changes They Undergo • Analyze and Interpret Literary Language • Analyze and explain cause/effect relationships • Compare/Contrast other literary elements such as symbols <p>And support those responses with accurate, connected text evidence.</p>	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	18
Grade/Level	12 th Grade	Weeks:	18
Overview			
Students will conclude <i>Macbeth</i> study.			
Students will culminate the unit with a performance, project, creative writing assignment, etc.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12.17) Listening/speaking/presentations. The student prepares, organizes, and presents oral messages. The student is expected to:	17G-- Interpret literary texts	Including oral reading/interpretation of literary text	
(12.18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:	18B-- Apply valid criteria to analyze, evaluate, and critique literary performances		