

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	1
Grade/Level	12th	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.	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.	8H-- Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts	(No clarification needed)	

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Subject Area	English Language Arts	Bundle #:	2
Grade/Level	12th	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.	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.	7B-- Rely on context to determine meanings of words and phrases	(No clarification needed)	
12.7 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7C-- Apply meanings of prefixes, roots, and suffixes in order to comprehend	(No clarification needed)	
12.8 Reading/comprehension. The student comprehends selections using a variety of strategies.	8H-- Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts	(No clarification needed)	
12.10 Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture.	10C-- Recognize and discuss themes and connections that cross cultures	(No clarification needed)	

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Subject Area	English Language Arts		Bundle #:	3
Grade/Level	12th		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.	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.	7F-- Discriminate between connotative and denotative meanings and interpret the connotative power of words	(No clarification needed)		
12.7 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7G-- Read and understand analogies	(No clarification needed)		
12.8 Reading/comprehension. The student comprehends selections using a variety of strategies.	8E-- Use text structures	(No clarification needed)		
12.12 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	12C-- Analyze the relevance of setting and time frame to text’s meaning	(No clarification needed)		

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Subject Area	English Language Arts	Bundle #:	4
Grade/Level	12th	Weeks:	4
Overview			
<p>Students will continue studying <i>Beowulf</i> (section two—Grendel’s mother)</p> <p>Students will be introduced to the concept of archetypes</p> <p>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	
12.8 Reading/comprehension. The student comprehends selections using a variety of strategies.	8G-- Draw inferences such as conclusions or generalizations and support them with text evidence and experience.	<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 <p>Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)</p>	

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Subject Area	English Language Arts	Bundle #:	5
Grade/Level	12th	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.	12A-- Compare and contrast elements of texts including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) both within and across texts	Analyzing Traits of Characters <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation • Spiritual Motivation • Status-seeking Analyzing Types of Characters <ul style="list-style-type: none"> • Round • Flat • Dynamic • Static • Protagonist • Antagonist • Foil • Confidante • Archetypes 	
12.12 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	12D-- Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	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.”	

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		<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)
<p>12.12 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</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"> • symbols/symbolism • mood • types of poetry: epic • genre: epic

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Subject Area	English Language Arts	Bundle #:	6
Grade/Level	12th	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	
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.	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.) • 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.) 	

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Subject Area	English Language Arts	Bundle #:	7
Grade/Level	12th	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.	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.	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 strategies.	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 passage is mainly/mostly about?) • 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 	

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12.12 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	12G-- Understand literary forms and terms	Including an emphasis on the significance of the author's use of: <ul style="list-style-type: none">• sounds of poetry: alliteration, assonance, consonance, rhyme, onomatopoeia• types of poetry: ballad• genre: ballad
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Subject Area	English Language Arts	Bundle #:	8
Grade/Level	12th	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	
12.8 Reading/comprehension. The student comprehends selections using a variety of strategies.	8D-- Construct images	<ul style="list-style-type: none"> • Chart: Classification, Chronology, Cause/Effect 	
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.	3C-- Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	gerunds	
12.12 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	12G-- Understand literary forms and terms	Including an emphasis on the significance of the author's use of: <ul style="list-style-type: none"> • irony (various forms of irony) • structure of poetry: meter, rhyme 	
12.11 Reading/literary response. The student expresses and supports responses to various types of texts.	11D-- Evaluate text through critical analysis	(No clarification needed)	
12.13 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	13A-- Analyze the characteristics of text, including the patterns of organization, syntax and word choice (see 8.12I, above, for alignment with "text structure")	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 is speech and may be described as brusque, friendly, imperious, insinuating, teasing...." Words 	

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		<p>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>. <p>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.</p>
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Subject Area	English Language Arts	Bundle #:	9
Grade/Level	12th	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.	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.	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.	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 is speech and may be described as brusque, friendly, imperious, insinuating, teasing....” Words 	

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		<p>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.
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Subject Area	English Language Arts	Bundle #:	10
Grade/Level	12th	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.	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.	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 	
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.	3E-- Use a manual of style	Modern Language Association (MLA) Quotation Marks <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 Parenthesis <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.) 	

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Subject Area	English Language Arts	Bundle #:	11
Grade/Level	12th	Weeks:	11
Overview			
<p>Students will conduct research on some medieval topic they select from a teacher-approved list. Students will take notes and utilize the library resources to conduct research. 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.	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.	4D-- Compile information from primary and secondary sources using available technology	(No clarification needed)	
12.14 Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics.	14B-- Locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet	(No clarification needed)	
12.14 Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics.	14C-- Use text organizers such as overviews, headings, and graphic features to locate and categorize information	(No clarification needed)	
12.14 Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics.	14D-- Evaluate the credibility of information sources and their appropriateness for varied needs	(No clarification needed)	
12.14 Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics.	14E-- Organize and record new information in systematic ways such as notes, charts, and graphic organizers	(No clarification needed)	

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Subject Area	English Language Arts	Bundle #:	12
Grade/Level	12th	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.	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.	4E-- Organize notes from multiple sources in useful and informing ways Such as graphics, conceptual maps, and learning logs	(No clarification needed)	
12.4 Writing/inquiry/research. The student uses writing as a tool for learning and research.	4G-- Compile written ideas and representations into reports, summaries, or other formats and draw conclusions	Including: <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, place, thing, or event that is supported by accurate information Conclusions are “some” or “sometimes” statements. 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 	
12.14 Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics.	14F-- Produce research projects and reports in varying forms for audiences	(No clarification needed)	

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Subject Area	English Language Arts	Bundle #:	13
Grade/Level	12th	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.	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.	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.	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.	14G-- Draw relevant questions for further study from the research findings or conclusions.	(No clarification needed)	

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Subject Area	English Language Arts		Bundle #:	14
Grade/Level	12th		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.	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.	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.	12B-- Propose and provide examples of themes that cross texts	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.		
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.	3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	Apostrophe a noun modifying a gerund (I had not heard of John's leaving.)		
12.18 Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.	18D-- Identify and analyze the effect of aesthetic elements within literary texts	<ul style="list-style-type: none"> • rhyme • imagery • language • rhythm • sound devices 		

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Subject Area	English Language Arts	Bundle #:	15
Grade/Level	12th	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	
12.11 Reading/literary response. The student expresses and supports responses to various types of texts.	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>	

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Subject Area	English Language Arts	Bundle #:	16
Grade/Level	12th	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.	11B-- Use elements of text to defend, clarify, and negotiate responses and interpretations	<ul style="list-style-type: none"> • Analyze Setting 	

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Subject Area	English Language Arts	Bundle #:	17
Grade/Level	12th	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.	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>	

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Subject Area	English Language Arts	Bundle #:	18
Grade/Level	12th	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.	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.	18B-- Apply valid criteria to analyze, evaluate, and critique literary performances	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	19
Grade/Level	Twelfth		Weeks:	19
Overview				
The student will research 17 th century poets and create/present visual presentation.				
The student will read, discuss, and analyze Cavalier poetry				
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.	17H-- Use feedback to judge effectiveness in communicating and setting goals for future presentations.	(No clarification needed)		
12.18 Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.	18C-- Use praise and suggestions of others to improve his/her own communication	Including: <ul style="list-style-type: none"> • Analyzing the feedback • Evaluating changes that could be made and • Setting goals for future presentations based on the feedback 		
12.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21B-- Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages	(No clarification needed)		
12.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21E-- Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	(No clarification needed)		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	20
Grade/Level	Twelfth	Weeks:	20
Overview			
Continue Cavalier poetry Introduce Donne and Metaphysical poets			
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.	12G-- Understand literary forms and terms:	types of poetry: ode Poetic devices—metaphor, paradox, apostrophe, personification	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	21
Grade/Level	Twelfth	Weeks:	21
Overview			
The student will discuss and analyze poetry from Milton and Donne (Finish Donne/Introduce Milton)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	22
Grade/Level	Twelfth	Weeks:	22
Overview			
The student will be introduced to satirical writing and its elements.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
12.16 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.	16G—Express and defend a point of view using precise language and appropriate detail	(No clarification needed)	
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.	3A-- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	Including: (grade-level choices from “universes of capitalization and punctuation”) Dashes <ul style="list-style-type: none"> • abrupt change in sentence (We see words that blow like leaves in the winds of autumn—golden words, bronze words, words that catch the light like opals. • set off interpolated explanatory matter (There are many differences—a side from the physical ones—between men and women.) • indicate a sudden break in a sentence (I wouldn't—I couldn't—permit you to say such a thing.) • instead of parentheses 	
12.5 Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields.	5A-- Analyze strategies that writers in different fields use to compose	(No clarification needed)	
12.13 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	13C-- Recognize logical, deceptive, and/or faulty modes of persuasion in texts	Including analyzing expository text and recognizing: <ul style="list-style-type: none"> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid • Testimonials from experts as a valid proof source • Symbols • Logical fallacies 	
12.13 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	13E-- Describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone	(No clarification needed)	

Wylie ISD Curriculum

<p>12.19 Viewing/representing/interpretation. The student understands and interprets visual representations.</p>	<p>19A-- Describe how meanings are communicated through elements of design such as shape, line, color, and texture</p>	<p>Such as:</p> <ul style="list-style-type: none"> • Analysis of book illustrations, age-appropriate political cartoons, print and electronic advertisements to identify <ul style="list-style-type: none"> ○ Illustrator’s choice of style (e.g., realistic, imaginary, literal, humorous) influence the text’s meaning
<p>12.19 Viewing/representing/interpretation. The student understands and interprets visual representations.</p>	<p>19B-- Analyze relationships, ideas, and cultures as represented in various media</p>	<p>Such as:</p> <ul style="list-style-type: none"> • why someone chose to use an item of media and • a comparison of information in the media <p>Such as analysis of relationships, ideas and cultures as found in:</p> <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation)

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	23
Grade/Level	Twelfth	Weeks:	23
Overview			
<p>Student will:</p> <ul style="list-style-type: none"> • continue focusing on satirical elements in various media • be Introduced to Swift, <i>Gulliver’s Travels</i>, and “A Modest Proposal” • begin preliminary draft of persuasive essay 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>12.19 Viewing/representing/interpretation. The student understands and interprets visual representations.</p>	<p>19C-- Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<p>Such as analysis of the purpose of various visual media:</p> <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation) <p>And determine the purpose such as:</p> <ul style="list-style-type: none"> • The purpose of this advertisement is to — • The reader can tell that the movie’s primary purpose is to — • The artist of this cartoon probably wants readers to — • The primary purpose of this chart is to — <p>Analyze an overall medium to draw conclusions about the message (i.e., purpose) the creator was trying to convey such as:</p> <ul style="list-style-type: none"> • The attitude of the girl in the cartoon can best be described as — • What can the reader conclude about the group that sponsored this ad? 	

Wylie ISD Curriculum

<p>12.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.</p>	<p>20A-- Investigate the source of a media presentation or production such as who made it and why it was made</p>	<p>(No clarification needed)</p>
<p>12.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.</p>	<p>20B-- Deconstruct media to get the main idea of the messages' content</p>	<p>including: <u>Identify the Intended Audience of Media</u> <u>Identify the Main Idea of Media</u> <ul style="list-style-type: none"> • Why are the drawings of the _____ an essential part of the chart? • What is the primary message of the cartoon? • One underlying message of the poster is that — • What is the poster's slogan? <u>Identify the Artist's Purpose in Using Media</u> <ul style="list-style-type: none"> • Determine the message(s)/main idea(s), slogans, messages, etc. • Determine the editor's/artist's purpose(s) • Acquire information <p>Determine the effect of the media (or elements of the media) on the audience</p> </p>
<p>12.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.</p>	<p>20C-- Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols</p>	<p>And including analyzing expository text and recognizing:</p> <ul style="list-style-type: none"> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid • Testimonial from a famous personality as a valid source • Symbols • Logical fallacies, such as <ul style="list-style-type: none"> ○ Glittering generalities/over-generalization ○ False cause/effect relationships ○ False analogies ○ Invalid use/interpretation of statistics ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i>

Wylie ISD Curriculum

		<p>Responding to questions such as:</p> <ul style="list-style-type: none"> • Why did the creator of the media include/say something? • Is what the creator of the medium did logical/reasonable? Why or why not?
<p>12.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.</p>	<p>20D-- Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music, lighting and spatial arrangement</p>	<p>(No clarification needed)</p>

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	24
Grade/Level	Twelfth	Weeks:	24
Overview			
Student will: <ul style="list-style-type: none"> • Complete Persuasive Essay • Compare and critique various media coverage of a single event (e.g. Dallas Morning News, LA Times, NY Times) 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
12.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20E-- Recognize genres such as nightly news, newsmagazines, films, plays, and documentaries and identify the unique properties of each	(No clarification needed)	
12.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20F-- Compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and the Internet.	(No clarification needed)	
12.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21A-- Examine the effect of media on constructing his/her own perception of reality	(No clarification needed)	
12.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21C-- Use a range of techniques to plan and create a media text and reflect critically on the work produced	(No clarification needed)	
12.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21D-- Create media products to engage specific audiences to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, media adaptation of a literary piece, or parodies	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	25
Grade/Level	Twelfth	Weeks:	25
Overview			
The student will be introduced to Romantic/Victorian poetry and poets.			
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.	11A-- Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays	Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	26
Grade/Level	Twelfth	Weeks:	26
Overview			
Student will: <ul style="list-style-type: none"> • conclude Romantic/Victorian poetry • be introduced to Selected Novel/Drama and Author 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	27
Grade/Level	Twelfth	Weeks:	27
Overview			
<p>Students will begin selected novel/drama. Choose one of the following suggested titles:</p> <ul style="list-style-type: none"> • <i>Frankenstein</i> (novel) • <i>Wuthering Heights</i> (novel) • <i>The Picture of Dorian Gray</i> (novel) • <i>The Importance of Being Earnest</i> (drama) • <i>Pygmalion</i> (drama) 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	28
Grade/Level	Twelfth	Weeks:	28
Overview			
The student will continue reading selected novel/drama			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	29
Grade/Level	Twelfth	Weeks:	29
Overview			
The student will continue reading selected novel/drama.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	30
Grade/Level	Twelfth	Weeks:	30
Overview			
The student will finish selected novel/drama.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	31
Grade/Level	Twelfth		Weeks:	31
Overview				
The student will be introduced to 20 th Century War Poetry (WWI)				
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.	11A-- Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays	Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) 		
12.11 Reading/literary response. The student expresses and supports responses to various types of texts.	11C-- Analyze written reviews of literature, film, and performance to compare with his/her own responses	Including answering questions to: <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes • Compare aesthetic response • Compare critique 		
12.13 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	13B-- Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility	Including: <ul style="list-style-type: none"> • Analyzing author's use/misuse of information • Recognizing author's purpose (motivation) • Determining validity of information sources 		
12.15 Listening/speaking/critical listening. The student listens attentively for a variety of purposes.	15A-- Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding	Including: <ul style="list-style-type: none"> • Identifies the speaker's message(s)—both verbal and non-verbal • Identifies the speaker's purpose (e.g., to inform, to persuade, to entertain) Analyzes the speaker's point of view, bias, and credibility		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	32
Grade/Level	Twelfth	Weeks:	32
Overview			
<p>The student will be introduced to selected novel/short-story cycle (use narrative format that differs from last major work used beginning in week #27). Use one of the following suggested titles:</p> <ul style="list-style-type: none"> • <i>1984</i> (novel) • <i>Animal Farm</i> (novel) • <i>Lord of the Flies</i> (novel) • <i>The Metamorphosis</i> (novel) • <i>Dubliners</i> (short-story cycle) 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	33
Grade/Level	Twelfth	Weeks:	33
Overview			
The student will conclude selected novel/short-story cycle.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	34
Grade/Level	Twelfth	Weeks:	34
Overview			
The student will begin reflective essay/project.			
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.	17D-- Use effective appeals to support points, claims, or arguments	Such as: <ul style="list-style-type: none"> • logical appeals (<i>logos</i>) <ul style="list-style-type: none"> ○ examples ○ statistics ○ analogies ○ syllogisms • emotional appeals (<i>pathos</i>) • appeals to authority (<i>ethos</i>) 	
12.17 Listening/speaking/presentations. The student prepares, organizes, and presents oral messages.	17E-- Use language and rhetorical strategies skillfully in informative and persuasive messages	(No clarification needed)	
12.17 Listening/speaking/presentations. The student prepares, organizes, and presents oral messages.	17F-- Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances	(No clarification needed)	
12.18 Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.	18A-- Apply valid criteria to analyze, evaluate, and critique informative and persuasive messages	Including: <ul style="list-style-type: none"> • Analyzing or developing criteria for evaluation of the type of presentation (e.g., for informative and persuasive presentations) • Provide constructive feedback to the speaker, based on the criteria 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	35
Grade/Level	Twelfth	Weeks:	35
Overview			
The student will conclude reflective essay/project.			
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.	17A-- Present clear thesis statements and claims	Including: <ul style="list-style-type: none"> • Present a clear thesis (main idea) statement Support the major thesis statement with logical points/arguments, such as examples, descriptions, statistics, analogies, valid appeals to emotion, and valid use of authority	
12.17 Listening/speaking/presentations. The student prepares, organizes, and presents oral messages.	17B-- Support major thesis with logical points or arguments	Including: <ul style="list-style-type: none"> • examples • descriptions • statistics • analogies • valid appeals to emotion valid use of authority	
12.17 Listening/speaking/presentations. The student prepares, organizes, and presents oral messages.	17C-- Choose valid evidence or proofs to support claims	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	36
Grade/Level	Twelfth	Weeks:	36
Overview			
The student will present reflective projects.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
	No new TEKS		