

## English Language Arts – *Draft* Grade 12 English Curriculum

### **Course Essential Question:**

**What are the parallels between the ideologies of the past and present?**

### **Unit1 : The Birth of English Literature (The Anglo-Saxons)**

**Duration: 3 Weeks**

#### ***Essential Questions:***

1. How did Anglo-Saxon culture influence tradition, values, and the way they are reflected in literature?
2. How does an author's choice convey the type of hero that is reflected in the Anglo-Saxon Time period?

#### ***Enduring Understandings:***

1. Christian and Pagan values along with tribal traditions influenced oral and the written story.
2. The author glorifies the hero archetype through the use of repetition, diction, and description of heroic feats?

#### **Performance Task/Assessment:**

Create Anglo-Saxon Newspaper in which students will work with in a group of four to recreate each of the episodes of Beowulf. In addition, students will reflect the culture of the times through, advertisements, obituaries, editorials, want ads, personal ads, comics, and local events and news stories.

End of Unit Test comprised of open response and multiple choice questions

#### **Learning Objectives and Outcomes**

##### ***Students will...***

- ...understand how the use of the poetic device kenning impacts the meaning and tone.
- ...understand how an author's use of allusion contributes to the development of the story as a reflection of pagan and Christian culture.

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...be able to identify the traits of a hero during the time period.  
 ...understand how the episodic structure of a text helps to convey the passage of time.  
 ...be able to recreate and embellish events of a story from a journalistic third-person perspective.

<b>Vocabulary/Literary Elements</b>	<b>Standards</b>	<b>Instructional Activities</b>	<b>Formative Assessments</b>
Heroic Tradition Elegiac Tradition Epic Riddle Conflict Narrative Paradox Alliteration Romance Frame Story Realism Heroic Couplet Characterization Strophe Climax Turning Point Folk Ballad Refrain	<p><b><u>Reading</u></b></p> <p>RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and</p>	<p><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>• Journal responses  <b>(Blooms: understanding/applying)</b></li> </ul> <p><b><u>Analytical Writing (4-6)</u></b></p> <ul style="list-style-type: none"> <li>• Open-responses throughout the text reading that demonstrate understanding of culture, tradition, hero.  <b>(Blooms: evaluating)</b>                      W(MA.3.A)</li> </ul> <p><b><u>Research (1)</u></b></p> <ul style="list-style-type: none"> <li>• Using technology, including the internet, to produce, publish, and update a shared writing product in response to the study of Anglo-Saxon culture, values, traditions, and literature.  <b>(W 6)(Blooms: Creating)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Directed class discussions and inquiry questions.</li> <li>• Unit test on The Anglo-Saxon time period and Beowulf</li> <li>• Guided reading response answers to text-dependent questions</li> </ul>

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<p>Repetition</p> <p>Quatrain</p> <p>Meter</p> <p>Rhyme</p> <p>Theme</p> <p>Tone</p>	<p>connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Language</b></p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed</p> <p>L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p style="padding-left: 20px;">a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. b. Identify</p>	<p><b><u>Narrative (1-2)</u></b></p> <ul style="list-style-type: none"> <li>• Writing events from first-person perspective as a journalist.</li> </ul>	
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	and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)		
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<b>Reading Selections</b> 3-5 short texts	<b>Reading Selections</b> 1 extended text	<b>Other Resources:</b> (links, media, technology)
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<p>The Seafarer Translated by Burton Raffel From Legend to History 4-10 introductory history of the Anglo-Saxon Period. (Holt)</p> <p>"A History of the English Church and People" (Holt)</p> <p>"The Seafarer"</p> <p>Riddles #1 #29 #32</p>	<p>Beowulf "The Coming of Grendel" "The Coming of Beowulf" "Unferth's Taunt" "The Battle with Grendel" "The Battle with Grendel's Mother" "The Fight with the Dragon" "The Burning of Beowulf's Body"</p>	<p>Mongrel Nation (Video) Medieval Lives Terry Jones (Video)</p>
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## **Unit: The Middle Ages: The Blossoming of a Language**

**Duration: 3 Weeks**

### ***Essential Questions:***

1. How did the English language evolve and change over time?
2. What cultural elements promoted the advancement of the literary movement?
3. How did the literature of this time period reflect the cultural mores?

### ***Enduring Understandings:***

1. Through the Norman Conquest, The 100 Years' War, and the Crusades, the identities of many cultures were merged into one English nation.
2. As a result of the economic upturn, societies had more time and interest in education, literature, and art.
3. The moral and social codes are reflected in the literature of the time.

### **Performance Task/ Assessment:**

- Multiple choice unit test with an open-response component.
- Web-quest focusing on the characteristics of the lives of the professions of the characters in *The Canterbury Tales*. Culminating in a group presentation.

### **Learning Objectives and Outcomes**

Students will...

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<p>...understand and acquire new vocabulary and use it correctly in speaking and writing.</p>
<p>...identify and understand how an author’s words appeal to the senses, create imagery, suggest mood, set tone and provide evidence from the text to support their understanding.</p>
<p>...identify, analyze, and apply knowledge of a theme in a literary work and provide facts and other evidence from the text to support their interpretations.</p>
<p>...understand how to identify, analyze, and apply knowledge of the purpose, structure, and elements of fiction or informational materials and provide facts and other evidence from the text to support their understanding.</p>
<p>...write a coherent open-response and long composition with a clear focus, coherent organization, and sufficient details.</p>
<p>...identify and correctly use idioms, cognates, words with literal and figurative meanings and patterns of word changes that indicate different meanings or functions.</p>
<p>...comprehend what they read by using reading strategies such as ‘chunking’ and context clues to help them process new information.</p>

<b>Vocabulary</b>	<b>Standards</b>	<b>Instructional Activities</b>	<b>Formative Assessments</b>
	<p><b>Reading Literature</b>                      RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p>	<p><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>• Journal used to explore narrative writing.</li> </ul> <p><b><u>Analytical Writing (4-6)</u></b></p> <ul style="list-style-type: none"> <li>• Open-response based on</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice unit test with an open-response component.</li> <li>• Directed class discussions and inquiry questions.</li> <li>• Practice open-response writing assignments that focus on supporting details</li> </ul>

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	<p>(e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>Reading Informational Texts</b>            RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI 6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Writing</b></p>	<p>exam-style excerpts</p> <p><b>(Bloom’s Evaluating)</b></p> <p><b><u>Research (1)</u></b></p> <ul style="list-style-type: none"> <li>Web-quest focusing on the characteristics of the lives of the professions of the characters in <i>The Canterbury Tales</i>. Culminating in a group presentation.</li> </ul> <p><b>(Bloom’s Evaluating)</b></p> <p><b><u>Narrative (1-2)</u></b></p> <ul style="list-style-type: none"> <li>Biography essay from the perspective of the subject being studied.</li> </ul> <p><b>(Blooms: creating)</b></p> <p><b><u>Other</u></b></p>	<p>and evidence.</p> <ul style="list-style-type: none"> <li>Exam-style long-composition practice based on in-class reading.</li> </ul>
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W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Observe hyphenation conventions.

L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12

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	<p>reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
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<b>Reading Selections</b>	<b>Reading Selections</b>	<b>Other Resources:</b>
3-5 short texts	1 extended text	(links, media, technology)

<p>“The Medieval Period” (Holt)</p> <p>“Get Up and Bar the Door”</p> <p>“Lord Randle”</p> <p>“Hard Rain’s Gonna Fall” Bob Dylan</p> <p>“Sir Gawain and the Green Knight”</p>	<p><i>The Canterbury Tales</i> by Geoffrey Chaucer</p> <p>Selected Author Biographies: student choice (independent reading assignment)</p>	<p>“A Hard Rain’s Gonna Fall” Bob Dylan</p> <p>Medieval Lives Terry Jones</p>
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<b>Unit: The Renaissance Man and His Daughter (The Renaissance)</b>
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**Duration: 5 Weeks**

### ***Essential Questions:***

1. What factors influenced the increasing popularity of British literature?
2. What makes a tragedy?
3. How does poetic style and word choice influence the mean of a work?
4. How does and author’s choice about character development impact the style of a story or drama
5. How does an author, playwright, and director interpret and convey a story differently. (compare play to a scene in film version)

### ***Enduring Understandings:***

1. The advancement of technology and the construction of theaters lead to increased access to books and drama.
2. A tragedy is a branch of drama that treats in a serious way the sorrowful or terrible events caused by a hero.
3. Through the use of figurative language, poets of this time period established tone and meaning in relationship to the four main theme: love, death, procreation, and aging.
4. Two authors writing in the same genre can develop characters differently resulting in a plot that is either driven by internal motivation or external events.
5. A story can be conveyed differently through the use of techniques such as dialogue, stage directions, scene choice, and actions.

### **Summative Assessment**

- Students will rewrite a speech from either Hamlet or Macbeth from their own perspective using modern diction, syntax, and colloquial expressions.

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- Unit test comprised of multiple choice and open response questions
- Student’s will write an on-demand literary analysis essay based on a prompt that asks students to explore the flaws of the main character and how those flaws led to his downfall.

### Learning Objectives and Outcomes

*Students will...*

- understand the difference between main idea and theme.
- understand the elements of plot (exposition, rising action, climax, falling action, resolution).
- understand the different forms of conflict (Person vs. Person, Person vs. Self, Person vs. Society, Person vs. Nature).
- understand and identify direct and indirect characterization.
- be able to identify and describe the setting of a story.
- be able to identify the characteristics of different perspectives, (Third person limited, Omniscient, and First person).
- be able to identify and understand irony, satire, symbolism, tone, and foreshadowing.
- be able to understand and identify an author’s use of dialect and local color.

Vocabulary/Literary Devices	Standards	Instructional Activities	Formative Assessments
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<p>Catharsis Atmosphere Comic Relief Dramatic Irony Foil</p>	<p><b>Reading Literature</b></p> <p>RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the</p>	<p><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>• Keep running journal that explores the themes, motifs and issues of the text as they occur. <b>(Blooms: Understanding )</b></li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing journal (see journal rubric)</li> <li>• Directed class discussions and inquiry questions. (see participation rubric)</li> <li>• Exit Tickets</li> </ul>
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<p>Irony</p> <p>Tragic Flaw</p> <p>Diction</p> <p>Imagery</p> <p>Aphorism</p> <p>Parallelism</p> <p>Paradox</p> <p>Conceit</p> <p>Oxymoron</p> <p>Analogy</p> <p>Meter</p> <p>Carpe Diem Tradition</p> <p>Antithesis</p> <p>Extended Metaphor</p> <p>Foot</p> <p>Couplet</p> <p>Octave</p> <p>Sestet</p>	<p>text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Reading Informational Texts</b></p> <p>RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>RI 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p><b>Writing</b></p> <p>W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>	<p><b><u>Analytical Writing (4-6)</u></b></p> <ul style="list-style-type: none"> <li>• Student’s will write an on-demand literary analysis essay based on a prompt that asks students to explore the flaws of the main character and how those flaws led to his downfall. <b>(Blooms: Evaluating)</b></li> </ul> <p><b><u>Research (1)</u></b></p> <ul style="list-style-type: none"> <li>• Web Quest focusing on the feud between Queen Elizabeth and Mary Queen of Scotts. <b>(Bloom’s Evaluating)</b></li> </ul> <p><b><u>Narrative (1-2)</u></b></p> <ul style="list-style-type: none"> <li>• Students will rewrite a speech from either Hamlet or Macbeth from their own perspective using modern diction, syntax, and colloquial expressions. <b>(Bloom’s Creating)</b></li> </ul> <p><b><u>Other</u></b></p>
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	<p>question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Language</b>  L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>Speaking and Listening</b>  SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		
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<b>Reading Selections</b>	<b>Reading Selections</b>	<b>Other Resources:</b>
3-5 short texts	1 extended text	(links, media, technology)

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<p>"The Renaissance" (Holt) non-fiction "The Passionate Shepherd to His Love" Christopher Marlowe "The Nymph's Reply to the Shepherd" Sir Walter Raleigh Sonnet 18 William Shakespeare Sonnet 29 William Shakespeare Sonnet 130 William Shakespeare Sonnet 73 William Shakespeare "Shakespeare's Theater" (Holt) "To the Virgins, to Make Much of Time" Robert Herrick "To Daffodils" Robert Herrick</p>	<p>Hamlet Macbeth</p>	<p>Macbeth Roman Polanski Hamlet Franco Zeffirelli</p>
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**Unit:** Emotion, Passion, and Reason (The Restoration and The Romantic Period)

**Duration:** 2 week

***Essential Questions:***

1. How does a poet's specific word choice affect sound, meaning, and tone?
2. How does the use of dialect make poetry more accessible to the masses?
3. How did 17<sup>th</sup> century writers express the relationship between reason and emotion?
4. How did Romantic Writers and artist react to the dynamic changes that accompanied the American, French, and Industrial Revolutions

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### **Enduring Understandings:**

1. A poet’s use of words that convey vivid imagery, sound, meter, and rhyme, shape the reader’s experience and interpretation of the poem.
2. A poet’s use of language that reflects the spoken dialect of the time period.
3. Writers of the time period expressed either tension or conflict between emotion and reason, OR presented reason and emotion as complementary.
4. The Romantic writers reacted to the changes that accompanied the American, French, and Industrial revolutions by expressing a strong interest in nature, imagination, and increased faith in the individual.

### **Summative Assessment:**

1. Students will create a narrative captain’s log based on the events of “The Rime of the Ancient Mariner” by Coleridge. Students will write a seven-part captain’s log depicting the ancient Mariner’s journey into a supernatural world of emerald ice floes, hot copper skies, omens, ghost ships, and spirits.

### **Learning Objectives and Skills**

Students will...

...to demonstrate an understanding of the relationship between social concerns and the production of satire and realism

...to contrast the language of the restoration and eighteenth century period with that of Modern English

...identify, apply, and analyze knowledge of literary elements in oral/written analyses and/or critiques of works of literature

Vocabulary	Standards	Instructional Activities	Formative Assessments
Classicism Poetic Diction Romanticism Literary Criticism	<b>Reading Literature</b> RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<b>Routine Writing</b> Students will keep a guided reading journal based on each act and scene of the play. Students will answer provided guided reading questions in order to provide them with a place to analyze and reflect	<ul style="list-style-type: none"> <li>• Creative writing journal (see journal rubric)</li> <li>• Directed class discussions</li> </ul>

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<p>Allusion Elegy Satire Tone Persona Types of appeals: Logical, emotional, and ethical Epigram Conceit Maxim Refutation Epitaph Dialect</p>	<p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Reading Informational Texts</b> RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>RI 6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Writing</b> W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or</p>	<p>on events, characters, themes etc. Writing and analyzing in their guided reading journal, will be a daily activity. (Bloom’s: Analyzing)</p> <p><b><u>Analytical Writing (4-6)</u></b> Students will write an open response arguing which appeal Swift uses in “A Modest Proposal.” In addition, they will argue whether or not that appeal was successful or not. (Bloom’s Evaluating)</p> <p><b><u>Research (1)</u></b> <b><u>Narrative (1-2)</u></b> Students will create a narrative captain’s log based on the events of “The Rime of the Ancient Mariner” by Coleridge. Students will write a seven-part captain’s log depicting the ancient Mariner’s journey into a supernatural world of emerald ice floes, hot copper skies, omens, ghost ships, and spirits. (Bloom’s: Creating)</p> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Web quest to have students find, define, and apply key vocabulary. <b>(Blooms: Apply)</b></li> </ul>	<p>and inquiry questions. (see participation rubric)</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal review and assessment of guided reading journal.</li> </ul>
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	<p>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Language</b>                      L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.                      a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>Students will debate the validity of an argument and support their position base of evidence from the text.  <b>(Blooms: Evaluate)</b></li> </ul>	
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<b>Reading Selections</b>	<b>Reading Selections</b>	<b>Other Resources:</b>
3-5 short texts	1 extended text	(links, media, technology)

<p>“Romanticism as a Period and a Concept”                      Introduction to the chapter in Adventures in English Literature                      The World is Too Much With Us William Wordsworth                      We Are Seven William Wordsworth                      The Rime of the Ancient Mariner and Kubla Khan Samuel Taylor                      She Walks in Beauty Lord Byron                      Ozymandias Shelley                      Ode on a Grecian Urn Keats</p>	<p>“A Modest Proposal” Jonathan Swift”</p>	
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<p><b>Unit:</b> The Perils of Progress (The Victorian Period)  <b>Duration:</b> 2 week</p>
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### **Essential Questions:**

1. How did the various social, political, and scientific developments that were taking place in England impact both the form and content of the literature of the Victorian period?
2. How did the movements of Realism and Naturalism influence the literature of the period?
3. What topics/subject matter and literary techniques define Victorian literature and nonfiction prose

### **Enduring Understandings:**

1. The social, political, and scientific developments that were taking place in England impacted both the form and content of Victorian literature by exploring critiquing, and documenting the changing role of women, the proper role of government, the side effects of progress and big business.
2. Realism focused on ordinary people facing the day-to-day problems of life. While naturalism sought to put the spirit of scientific observation to literary use.
3. Generally speaking, Victorian literature operated under the principle that those who struggle to attain morality would most probably achieve positive results in the end if not tortured by natural circumstances or evil vices

### **Summative Assessment:**

1. Students will assume the role of Telemachus and write either a dramatic monologue about his view of life or a letter to Ulysses defending his way of life.
2. Unit test comprised of multiple choice questions and open response questions.

### **Learning Objectives and Skills**

Students will...

- Define the characteristics of naturalism and realism, and be able to describe how they are alike and how they differ.
- Articulate and outline how the expansion of the British Empire during the Victorian Age influenced the people's sense of identity and their artistic expression.
- Deconstruct works of literature and prose by Victorian British authors and analyze the works in formal discussions and open response writings.

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- Compare and contrast the fascination Victorian readers felt for the wholesome sweetness of narrators such as the speaker in Bronte’s “Remembrance,” with the unreliable and diabolical narrator such as the speaker in Brownings’s poem “My Last Duchess” , and explain why Victorian readers were drawn to such extreme tastes in literature.

Vocabulary	Standards	Instructional Activities	Formative Assessments
<p>Realism</p> <p>Naturalism</p> <p>Speaker</p> <p>Tone</p> <p>Motivation</p> <p>Dramatic Monologue</p> <p>Run-on lines</p> <p>End-stop lines</p> <p>Imagery</p> <p>Symbol</p> <p>Foreshadowing</p> <p>Allegory</p> <p>Mood</p> <p>Pathos</p> <p>Connotation</p> <p>Paradox</p> <p>Irony</p> <p>Countenance</p> <p>Munificence</p>	<p><b>Reading Literature</b></p> <p>RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Reading Informational Texts</b></p> <p>RI 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI 4 Determine the meaning of words</p>	<p><b><u>Routine Writing</u></b></p> <p>Students will keep a guided reading journal based on what they have read. Students will answer provided guided reading questions in order to provide them with a place to analyze and reflect on events, characters, themes etc. Writing and analyzing in their guided reading journal, will be a daily activity. (Bloom’s: Analyzing)</p> <p><b><u>Analytical Writing (4-6)</u></b></p> <p>Students will write an explication of “On Wenlock Edge” by A.E. Housman. Students will analyze Housman’s work in terms of theme, style, and use of device to inform the reader of the poem’s deeper meaning. (Bloom’s Evaluating)</p> <p><b><u>Research (1)</u></b></p> <p>Students will use the internet, online journals, and library materials to research, and write a</p>	<ul style="list-style-type: none"> <li>Creative writing journal (see journal rubric)</li> <li>Directed class discussions and inquiry questions. (see participation rubric)</li> <li>Verbal and non-verbal review and assessment of guided reading journal.</li> <li>Newspaper article depicting the moral, social, and political ideal of the time.</li> <li>Explication of “On Wenlock Edge” A.E. Housman</li> </ul>

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<p>Dowry Eludes Vestige Sublime Minions Officious</p>	<p>and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text .</p> <p>RI 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>Language</b> L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed</p> <p>L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>newspaper article based on possible political, social, or literary events that showcase the moral, social, and political views of the time. Although this article is fictional, it should be based on factual evidence from this time period. <b>(Bloom’s Creating)</b></p> <p><b><u>Narrative (1-2)</u></b></p> <p>Students will use the internet, online journals, and library materials to research, and write a newspaper article based on possible political, social, or literary events that showcase the moral, social, and political views of the time. Although this article is fictional, it should be based on factual evidence from this time period. <b>(Bloom’s Creating)</b></p> <p><b><u>Other</u></b></p>	
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	<p><b>Speaking and Listening</b></p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>SL 5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
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<b>Reading Selections</b>	<b>Reading Selections</b>	<b>Other Resources:</b>
3-5 short texts	1 extended text	(links, media, technology)

Non-Fiction – “The Victorian Age 1832-1900” <u>Adventures in English Literature</u>	Excerpt from Jane Eyre by Bronte	
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Tennyson – “Ulysses” Browning – “My Last Dutchess” Arnold – “Dover Beach” Housman – “To an Athlete Dying Young”, “On Wenlock Edge” Bronte – “We Are Seven” – “Remembrance” Elizabeth Barrett Browning – “Sonnet 43”		
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**Unit:** The Birth of the Future (The Modern Period)

**Duration:** 4 week

***Essential Questions:***

1. How did the unintentional destructive forces of innovations in technology lead to the disintegration of old norms of behavior and social institutions and effect the literature of the time?
2. What are the characteristics of the Modernist movement, and what lead to its establishment?

***Enduring Understandings:***

1. The unintentional destructive forces of new technology created conflicting currents of optimism and pessimism about the human condition which are reflected in the literature of the time.
2. The Modernist movement began as a result of support garnered after the tragic destruction that occurred during world war one. Writers of the modern period commonly reflect in their writings a feeling of crisis, loss of certainty as to what constitutes psychological equilibrium, and deep mistrust of previously accepted answers to the problems of human existence posed by philosophy and religion.

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### **Summative Assessment:**

1. To write a composition comparing, contrasting, and evaluating the themes and characteristics of “The Second Coming” by W.B. Yeats, and “Dulce et Decorum Est” by Wilfred Owen and explaining how the themes and style represent the ideals of the Modernist movement.
2. Unit test comprised of multiple choice and open response questions.

### **Learning Objectives and Skills**

Students will...

... identify the major authors, recurring themes, and stylistic characteristics of twentieth-century prose

... identify, analyze, and interpret traditional and innovative narrative techniques and stylistic elements characteristic of twentieth-century prose

... identify, analyze, and interpret the social, political, and aesthetic concerns and values reflected in twentieth-century prose

... identify, analyze, and interpret twentieth-century authors’ use of symbolism

... identify and analyze character and motive in twentieth century prose

**Vocabulary**

**Standards**

**Instructional Activities**

**Formative Assessments**

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<p>Symbolism</p> <p>Modernist Movement</p> <p>Allegory</p> <p>Point of View</p> <p>Atmosphere</p> <p>Irony</p> <p>Characterization (direct and indirect)</p> <p>Stream of Consciousness</p> <p>Imagery</p> <p>Theme</p> <p>Setting</p> <p>Non Sequitur</p> <p>Tone</p> <p>Allusion</p> <p>Invalid Generalization</p>	<p><b>Reading Literature</b></p> <p>RL 2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really stated.</p> <p>RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>R L 10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high</p>	<p><b><u>Routine Writing</u></b></p> <p>Students will open response prompts based on the readings. Each open response will focus on the exploration of the authors craft, use of features or devices, or the historical influence demonstrated by the writer.(Bloom’s: Analyzing)</p> <p><b><u>Analytical Writing (4-6)</u></b></p> <p>To write a composition comparing, contrasting, and evaluating the themes and characteristics of “The Second Coming” by W.B Yeats, and “Dulce et Decorum Est” by Wilfred Owen and explaining how the themes and style represent the ideals of the Modernist movement.</p> <p>(Bloom’s Evaluating)</p> <p><b><u>Research (1)</u></b></p> <p>Student groups will use the internet to research and create a presentation on the different elements of WWI. (trench warfare, military innovation, the rise of fascism, etc.)</p> <p>(Bloom’s Creating)</p> <p><b><u>Narrative (1-2)</u></b></p> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Students will debate the validity of an argument in discussion format and</li> </ul>	<ul style="list-style-type: none"> <li>• Directed class discussions and inquiry questions. (see participation rubric)</li> <li>• Verbal and non-verbal review and assessment of guided read short answer quizzes.</li> <li>• Multiple choice style quizzes based on the readings.</li> </ul>
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	<p>end of the range.</p> <p><b>Reading Informational Texts</b></p> <p>RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>RI 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI 6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the</p>	<p>support their position base of evidence from the text. <b>(Blooms: Evaluate)</b></p>	
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	<p>text.</p> <p>RI 8 Delineate and evaluate the reasoning in seminal texts.</p> <p>RI 9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>RI 10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Language</b></p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</p> <p>L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a</p>		
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	<p>word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p>L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<b>Reading Selections</b>	<b>Reading Selections</b>	<b>Other Resources:</b>
3-5 short texts	1 extended text	(links, media, technology)

<p>"The Second Coming" William Butler Yeats          "The Hollow Men" T.S. Eliot          "Musee des Beaux Arts" W.H. Auden          "Shooting and Elephant" George Orwell (Non-Fiction)          "Dulce et Decorum Est" by Wilfred Owen          "Wartime Speech" Winston Churchill (Non-Fiction)          "Defending Nonviolent Resistance" Mohandas K. Gandhi (Non-Fiction)          "Araby" James Joyce</p>	<p>Independent reading book of fiction from time period  <u>Things Fall Apart</u> by Chinua Achebe</p>	
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"Do Not Go Gentle into That Good Night" Dylan Thomas "A Room of One's Own" Virginia Woolf		
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SAMPLE