**English 12 Curriculum Guide**

2018-2019

There are six different options for English 12 offered at William Monroe High School:

* **Advanced Placement (AP) Literature** - follows the curriculum developed by the College Board and is literature-intensive
* **Dual Enrollment (DE)** - follows the curriculum developed by Piedmont Virginia Community College and is writing-intensive
* **Advanced** - combines analysis of classic and contemporary British literature and expository writing with nonfiction and workplace readiness
* **General** - focuses more on workplace readiness, business and functional writing, and speaking/presentation skills; literary analysis may include media studies, including TV, film, and music paired with literary and nonfiction texts
* **Collaborative** - focuses more on workplace readiness, business and functional writing, and speaking/presentation skills; students are provided with extra instructional support, flexibility in meeting assignment requirements, and a combination of small-group and whole-class instruction
* **Online** - allows students to take the general curriculum from home (internet access required) with weekly or bi-weekly classroom meetings

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| **Quarter 1** | **Essential Knowledge/Understandings/Skills/Questions** | **Materials/Reserve Texts** | **SOLs** | **Projects/Assessments** |
| *Workplace Readiness* | *Students will know:*   * The different sections and purposes on a resume. * How to use “power verbs” on a resume.   *Students will understand that:*   * Professional writing depends on diction and tone. * Appropriate diction and tone increase chances of success in an interview.   *Students will be able to:*   * Draft and revise a professional resume. * Present qualifications and skills in a video resume.   *Students will continue to consider:*   * What are the essential components of an effective resume? * How can writing reveal our professionalism? | *General*  *The Balance* [Articles](https://www.thebalance.com/high-school-resume-examples-and-writing-tips-2063554) | *Primary*  12.6a, c, h  *Secondary*  *Ongoing* | *General*  Resume  Video Resume  Mock Interview |
| *Collab* | *Collab* |
| *Advanced*  Ehrenreich, *Nickel and Dimed* (excerpts) | *Advanced*  Online Portfolios/Profiles |
| *The Epic Tradition* | *Students will know:*   * Literary terms related to the epic genre. * The verse structure of epic poetry.   *Students will understand that:*   * Epics reveal the values of their cultures. * Epics were originally composed orally.   *Students will be able to:*   * Generalize principles that unite epics. * Identify modern examples of epics.   *Students will continue to consider:*   * How does the epic genre continue to influence our culture and values? * What defines a “hero”? | *General*  *Beowulf* (excerpts) | *Primary*  12.4b, f  *Secondary*  *Ongoing* | *General*  Epic Webquest  Kennings/Epithets |
| *Collab*  *Beowulf* (abridged translation) | *Collab*  Reading Quizzes  Hero Resume  RAFT Writing: Grendel’s POV |
| *Advanced*  *Beowulf* (Seamus Heaney translation)  Exeter Book Poems  Tolkien, *The Hobbit* (excerpts)  Gardner, *Grendel* (excerpts) | *Advanced*  Heroic Epic Project |
| *Satire* | *Students will know:*   * Literary terms related to satire. * Types of irony, especially verbal irony.   *Students will understand that:*   * Satire is a tool of social change. * Satirical methods include irony, parody, hyperbole, and understatement.   *Students will be able to:*   * Recognize the goal of the satirist. * Explain the underlying assumptions or implicit attitudes in satire.   *Students will continue to consider:*   * What is the purpose of satire? * How does literature expose our flaws? | *General*  Swift, “A Modest Proposal”  *The Onion*/Current Events | *Primary*  12.4b, d  *Secondary*  *Ongoing* | *General*  Write a Modest Proposal |
| *Collab*  *The Onion*/Current Events  Political Cartoons | *Collab*  Political Cartoon Analysis |
| *Advanced*  Swift, *Gulliver’s Travels* (excerpts) | *Advanced*  Write a Modest Proposal  Persuasive Writing |

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| **Quarter 2** | **Essential Questions/Understandings** | **Materials/Reserve Texts** | **SOLs** | **Project-based Assessments** |
| *Functional Reading/*  *Writing* | *Students will know:*   * How to interpret documents such as applications, contracts, reports, agreements, maps, etc. * Different sections and purposes of official documents.   *Students will understand that:*   * Different formats require different types of reading skills. * Written information must be accurate and clear.   *Students will be able to:*   * Differentiate between necessary and superfluous information. * Edit written information for accuracy and clarity.   *Students will continue to consider:*   * How will I use reading skills on a daily basis to access information? * How will I use writing skills on a daily basis to convey information accurately and clearly? | *General*  Nonfiction Articles | *Primary*  12.1c  12.5b  *Secondary*  *Ongoing* | *General*  Lease Agreement  Credit Card Agreement  D.C. Metro Map  Job Application  Presentation |
| *Collab* | *Collab* |
| *Advanced*  (These activities may be woven into other units rather than given their own unit.) | *Advanced*  (Functional reading activities may be paired with literary works.) |
| *Shakespearean Tragedy* | *Students will know:*   * Literary terms related to drama and tragedy. * The parts of the Freytag pyramid.   *Students will understand that:*   * Tragedy uses certain characters and situations. * A tragic hero’s fall is the consequence of the flaw and external antagonists.   *Students will be able to:*   * Identify the major tragic elements of a play. * Analyze the themes of a play. * Explain how plot events contribute to the tragic resolution/*catastrophe*. * Distinguish between types of characters. * Distinguish between scripting and staging.   *Students will continue to consider:*   * What does tragedy have to say about the human experience/condition? * Why do we read and watch tragedy? | *General*  Shakespeare, *Macbeth*  Alternate: *Othello* | *Primary*  12.4d, h, i  *Secondary*  *Ongoing* | *General*  Reading Guides  Discussion  Quizzes/Unit Test  Think-Tac-Toe |
| *Collab*  (Modern adaptation or alternate may be substituted at teacher’s discretion) | *Collab*  Reading Guides  Discussion  Quizzes  Think-Tac-Toe  RAFT Writing |
| *Advanced*  Shakespeare, *Hamlet* | *Advanced*  Expository Essay  Monologue/Soliloquy |
| *ALTERNATE* | *Students will know:*  *Students will understand that:*  *Students will be able to:*  *Students will continue to consider:* | *General* | *Primary*  *Secondary*  *Ongoing* | *General* |
| *Collab* | *Collab* |
| *Advanced* | *Advanced* |

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| **Quarter 3** | **Essential Questions/Understandings** | **Materials/Reserve Texts** | **SOLs** | **Project-based Assessments** |
| *Urban Legends* | *Students will know:*   * Types of legends, myths, and folklore. * How stories evolve over time and across media. * How to cross-check for information in multiple sources.   *Students will understand that:*   * Analyzing fiction differs from nonfiction. * Research requires cross-checking information and citing sources.   *Students will be able to:*   * Synthesize a variety of fiction, nonfiction, and informational texts. * Synthesize a variety of print and online sources. * Cite sources in MLA format.   *Students will continue to consider:*   * How are stories from the oral tradition different from written stories from a specific author? * How does researching urban legends develop critical thinking skills? | *General*  Snopes.com | *Primary*  12.4b, d, h  12.5a, e  *Secondary*  12.8  *Ongoing* | *General*  Interactive Multimedia Presentation  Poster  Urban Legends of Greene County |
| *Collab*  (The reading difficulty of sources may be adjusted at teacher discretion.) | *Collab*  Interactive Multimedia Presentation  Poster  Urban Legends of Greene County |
| *Advanced*  (Teachers may pair classic fiction and literary works with nonfiction texts on urban legends, myth, and folklore.) | *Advanced*  Research Paper  Urban Legends of Greene County |
| *Small Business Project* | *Students will know:*   * How to compile a small business plan. * How to create an effective multimedia presentation. * Advertising and persuasive techniques.   *Students will understand that:*   * Presentations require professional demeanor and quality content. * Successful marketing depends on persuasion.   *Students will be able to:*   * Develop and present an idea for a local small business. * Craft a mission statement. * Create original marketing materials using persuasive advertising techniques. * Identify a target customer.   *Students will continue to consider:*   * What is professionalism? * What qualities indicate a successful, creative presentation? | *General*  Sba.gov  Professional Nonfiction  Commercials | *Primary*  12.6a, e  *Secondary*  12.2, 12.3  *Ongoing* | *General*  Small Business Plan (Written)  Investor Pitch/Presentation |
| *Collab* | *Collab*  (Teacher may assign fewer sections for the business plan or substitute other sections at their discretion. Plan may be presented rather than written.) |
| *Advanced*  (Teachers may assign excerpts from business nonfiction or alternate articles at their discretion.) | *Advanced*  (Teachers may require a written plan and add sections at their discretion. The presentation may require professional dress and deliverables.) |
| *ALTERNATE* | *Students will know:*  *Students will understand that:*  *Students will be able to:*  *Students will continue to consider:* | *General* | *Primary*  *Secondary*  *Ongoing* | General |
| *Collab* | *Collab* |
| *Advanced* | *Advanced* |

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| **Quarter 4** | **Essential Questions/Understandings** | **Materials/Reserve Texts** | **SOLs** | **Project-based Assessments** |
| *British Poetry/Music* | *Students will know:*   * Literary terms related to poetry analysis. * Major themes from the Metaphysical poets. * Major themes from the *Carpe Diem* poets. * Major themes from the Romantic poets.   *Students will understand that:*   * Poetry reflects the characteristics and values of its time. * Tone depends on diction and figurative language.   *Students will be able to:*   * Analyze a poem for tone, mood, diction, and theme. * Place a poem within the literary tradition.   *Students will continue to consider:*   * What is the connection between literature and location? * How does literature reflect or shape society? * What is the relationship of the writer to tradition? | *General*  Donne, “The Flea”  Marvell, “To His Coy Mistress”  Herrick, “To the Virgins”  Wordsworth, selected  Keats, selected | *Primary*  12.4a  *Secondary*  12.4d, g, h  *Ongoing* | *General*  Poem/Song Analysis and Presentation |
| *Collab*  (Teacher may substitute poems or pair them with music.) | *Collab*  Poetry Anthology |
| *Advanced*  (Teacher may supplement unit with additional poems, music, or excerpts from longer poetic works.) | *Advanced*  Expository Writing |
| *Fiction/Author Studies* | *Students will know:*   * Literary terms related to fiction and novels. * Types of characters. * Types of narrative structures. * Types of point of view.   *Students will understand that:*   * Protagonists are typically dynamic characters that change throughout the novel. * Point of view affects the narrator’s reliability.   *Students will be able to:*   * Analyze themes from a novel or short story. * Analyze tone and mood in a novel or short story.   *Students will continue to consider:*   * What are the roles in the author-reader relationship? * How does an author’s experience shape his or her craft? | *General*  Orwell, *Animal Farm*  Golding, *Lord of the Flies* | *Primary*  12.5a, d, e  *Secondary*  12.7  *Ongoing* | *General*  Biographical Presentation |
| *Collab*  (Teacher may use short stories or excerpts instead of a complete novel for this unit.) | *Collab*  RAFT Writing |
| *Advanced*  Orwell, *Nineteen Eighty-Four* | *Advanced*  Expository Writing |
| *ALTERNATE* | *Students will know:*  *Students will understand that:*  *Students will be able to:*  *Students will continue to consider:* | *General* | *Primary*  *Secondary*  *Ongoing* | General |
| *Collab* | *Collab* |
| *Advanced* | *Advanced* |