**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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*ResumeVideo ResumeMock 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 WebquestKennings/Epithets |
| *Collab**Beowulf* (abridged translation) | *Collab*Reading QuizzesHero ResumeRAFT Writing: Grendel’s POV |
| *Advanced**Beowulf* (Seamus Heaney translation)Exeter Book PoemsTolkien, *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 EventsPolitical Cartoons | *Collab*Political Cartoon Analysis |
| *Advanced*Swift, *Gulliver’s Travels* (excerpts) | *Advanced*Write a Modest ProposalPersuasive Writing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*12.1c12.5b*Secondary**Ongoing* | *General*Lease AgreementCredit Card AgreementD.C. Metro MapJob ApplicationPresentation |
| *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 GuidesDiscussionQuizzes/Unit TestThink-Tac-Toe |
| *Collab*(Modern adaptation or alternate may be substituted at teacher’s discretion) | *Collab*Reading GuidesDiscussionQuizzesThink-Tac-ToeRAFT Writing |
| *Advanced*Shakespeare, *Hamlet* | *Advanced*Expository EssayMonologue/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* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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, h12.5a, e*Secondary*12.8*Ongoing* | *General*Interactive Multimedia PresentationPosterUrban Legends of Greene County |
| *Collab*(The reading difficulty of sources may be adjusted at teacher discretion.) | *Collab*Interactive Multimedia PresentationPosterUrban Legends of Greene County |
| *Advanced*(Teachers may pair classic fiction and literary works with nonfiction texts on urban legends, myth, and folklore.) | *Advanced*Research PaperUrban 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.govProfessional NonfictionCommercials | *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* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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, selectedKeats, 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* |