

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English Grade 12

Minimum Reading Requirements:

- 2 literature short texts (poem, short story, drama)
- 1 informational short text
- 1 literature extended text: **Teachers may select novels of their choice that are appropriate content and level.**
- LTF and A+ College Ready lessons are strongly encouraged
- Text levels should range from 11-12 (1070L-1220L)

Protected Literature: Protected *Lord of the Flies, Tale of Two Cities*

Required: *Macbeth, Beowulf, Paradise Lost (all selections can be found in textbook)*

Link to Course of Study on ALEX:

<http://alex.state.al.us/standardAll.php?grade=9&subject=ELA2015&summary=2&pf=1>

Link to A+ College Ready (LTF Pacing Guides):

<http://www.apluscollegeready.org/english-content>

The following speaking and listening standards should be taught throughout the year:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
- 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. [SL.11-12.1c]
- 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. [SL.11-12.1d]

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. [SL.11-12.2]

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. [SL.11-12.3]

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 of formal and informal tasks. [SL.11-12.4]

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

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Course English Grade 12

First Nine Weeks

Required Text: *Beowulf*

Supplemental Texts: Chaucer: *The Prologue to the Canterbury Tales, The Pardoner's Tales, The Wife of Bath's Tale*, Boccaccio: *Federigo's Falcon*, Selections from *Sir Gawain and The Green Knight*, Selections from *Le Morte d' Arthur Ballads*

| Standard | Resources |
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| <p>Literary Texts</p> <ol style="list-style-type: none">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. [RL.11-12.1]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. [RL.11-12.2]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). [RL.11-12.3]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 | <p>Pearson Digital (CC) Digital Curriculum:</p> <ul style="list-style-type: none">• <i>Beowulf</i>• Chaucer: <i>The Prologue to the Canterbury Tales, The Pardoner's Tale, The Wife of Bath's Tale</i>• Boccaccio: <i>Federigo's Falcon</i>• Selections from <i>Sir Gawain and the Green Knight</i>• Selections from <i>Le Morte d' Arthur Ballads</i> <p>LTF Teacher Resources: Dialectical Journal-Summarizing, Observing, and Questioning; Three Levels of Reading; Reading and Questioning Connections, Annotation Tips; Literary Terms-Linking them to Meaning; Point of View</p> |

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| <p>language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL. 11-12.4]</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5]</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. [RL. 11-12.6]</p> <p>7. 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. (Include at least one play by Shakespeare.) [RL.11-12.7] (Alabama)</p> <p>8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]</p> <p>9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]</p> | <p>Beowulf Resources: “An Introduction to Beowulf: Language & Politics” RL1 & RL4 http://www.readwritethink.org/classroom-resources/lesson-plans/introduction-beowulf-language-poetics-813.html?tab=2</p> <p>Better Lessons Common Core <i>Beowulf</i>: http://betterlesson.com/community/unit/169465/unit-2-beowulf?from=search</p> <p>Chaucer Resources: “Greed is Good: Chaucer’s Revulsion with the Pardoner” (RL2, 5) http://betterlesson.com/lesson/562797/greed-is-good-chaucer-s-revulsion-with-the-pardoner?grade=24&subject=4&from=bl_explore-1_chaucer_all_all_mt-lesson_562797_title</p> <p>Common Core Chaucer Unit (California): http://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/ELA%20Grade%202012%20Road%20to%20Canterbury%20Unit.pdf</p> <p>Arthurian Legend Resources: High School Resources for Arthurian Legend: http://www.arthuriana.org/teaching/highschool.html</p> <p>Introductory TED Talk: http://ed.ted.com/lessons/a-host-of-heroes-april-gudenrath</p> |
| <p>Informational Texts</p> <p>10. 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. [RI.11-12.1]</p> <p>11. 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. [RI.11-12.2]</p> | <p>Pearson Digital CC Digital Curriculum</p> <ul style="list-style-type: none"> • Old English-Middle English Periods Informational Excerpts <p>LTF Teacher Resources: Dialectical Journal-Summarizing, Observing, and Questioning; Three Levels of Reading; Reading and Questioning Connections; Obama’s and Schwarzenegger’s Addresses to the Conventions; Analyzing an Argument; How to Write a Rhetorical Precis</p> |

12. 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. [RI.11-12.3]

13. 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 (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]

14. 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. [RI.11-12.5]

15. 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. [RI.11-12.6]

16. 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. [RI.11-12.7]

17. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). [RI.11-12.8]

Freedom of Speech and Automatic Language: Examining the Pledge of Allegiance <http://www.readwritethink.org/classroom-resources/lesson-plans/freedom-speech-automatic-language-406.html?tab=3#tabs>

“The Bloody Massacre.” <http://www.readworks.org/passages/%E2%80%9Cbloody-massacre%E2%80%9D-and-%E2%80%9Cbloody-massacre-king-street-march-5-1770%E2%80%9D>

Interactive Constitution Website: <http://constitutioncenter.org/interactive-constitution#>

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| <p>18. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]</p> | |
| <p>Writing</p> <p>21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p> | <p>LTF Teacher Resources: Scoring Guide for Text-Based Narrative</p> <p>District Digital Resource: Writing Coach, Chapters 5 & 6</p> <p>Narrative Writing with Macbeth: http://alex.state.al.us/lesson_view.php?id=12282</p> <p>Write a Boast, <i>Beowulf</i> style: https://docs.google.com/document/d/1ckdrfKYMI2nZMAJnIyQnZNPg4EOmXw_TDNVxanvGcUk/edit</p> |
| <p>TEACH AND ASSESS ALL YEAR:</p> <p>22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. [W.11-12.4]</p> | <p>LTF Teacher Resources: Paragraph Frame, Paragraph Template</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p> |

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| | <p>Write a Boast, <i>Beowulf</i> style: https://docs.google.com/document/d/1ckdrfKYMI2nZMAJnIyQnZNpG4EOmXw_TDNVxanvGcUk/edit</p> <p><i>Canterbury Tales</i> Prologue Lesson: http://alex.state.al.us/lesson_view.php?id=16946</p> |
| <p><u>TEACH AND ASSESS ALL YEAR:</u> 23. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [W.11-12.5]</p> | <p>LTF Resources: Focus For Editing and Revising; Writer’s Workshop</p> <p>ALEX: http://alex.state.al.us District Digital Resource: Writing Coach</p> <p>Create a Comic for a Text: http://alex.state.al.us/learningasset_view.php?asset_id=842</p> |
| <p><u>TEACH AND ASSESS ALL YEAR:</u> 24. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]</p> | <p>LTF Resources: Focus For Editing and Revising</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p> <p>Create a Comic for a Text: http://alex.state.al.us/learningasset_view.php?asset_id=842</p> <p>Livebinders: http://www.livebinders.com/welcome/home</p> |
| <p><u>TEACH AND ASSESS ALL YEAR:</u> 28. Write routinely over extended time frames, including time for research, reflection, revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]</p> | <p>LTF Resources: Focus For Editing and Revising</p> <p>Arthurian Legend Lessons with Writing: http://edsitement.neh.gov/lesson-plan/exploring-arthurian-legend</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p> |

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| <p>Language</p> | |
| <p><u>TEACH AND ASSESS ALL YEAR:</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]</p> <p>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. [L.11-12.1b]</p> <p>[L.11-12.1]</p> | <p>District Digital Resource: Writing Coach</p> <p>LTF Teacher Resources: Transition Toolbox, Phrase Toolbox, Clause Toolbox, Grammar Terms High School</p> <p>Don Killgallon's <i>Sentence Composing for High School</i></p> <p>District Digital Resource: Writing Coach Online Lesson on Resolving Complex Meaning: https://elastars.files.wordpress.com/2013/03/lesson-10-determining-meanings.pdf</p> <p>Grammar Bytes: http://www.chompchomp.com/menu.htm http://www.chompchomp.com/exercises.htm#Commas http://www.chompchomp.com/presentations.htm</p> <p>English for Everyone: http://www.englishforeveryone.org/ http://englishforeveryone.org/Topics/Punctuation.htm</p> |

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Course English 12 Grade 12

Second Nine Weeks

Required Text: Milton: *Paradise Lost*

Supplemental Texts: Dante: *The Inferno* excerpt

| Standard | Resources |
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| <ol style="list-style-type: none">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. [RL.11-12.1]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. [RL.11-12.2]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). [RL.11-12.3]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. (Include Shakespeare as well as other authors.) [RL. 11-12.4] | <p>ALEX: http://alex.state.al.us</p> <p>Pearson CC Digital Curriculum: Milton: <i>Paradise Lost</i> Dante: <i>The Inferno</i> excerpt Swift: <i>Gulliver's Travels</i> excerpt</p> <p>Resources for <i>Paradise Lost</i>: <i>Paradise Lost</i> Unit Plan (10th grade) http://betterlesson.com/lesson/516211/levels-of-thinking-an-introduction-to-archetypes</p> <p>Resources for <i>The Inferno</i>: Dante Worlds from The University of Texas http://danteworlds.laits.utexas.edu/</p> <p>The World of Dante http://www.worldofdante.org/</p> <p>Technology Resources for <i>Gulliver's Travels</i>: https://www.curriculet.com/c/4555-gulliver-s-travels</p> |

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| <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5]</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. [RL. 11-12.6]</p> <p>7. 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. (Include at least one play by Shakespeare.) [RL.11-12.7] (Alabama)</p> <p>8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]</p> <p>9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]</p> | |
| <p>Informational Text</p> | |
| <p>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. [RI.11-12.1]</p> <p>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. [RI.11-12.2]</p> | <p>ALEX: http://alex.state.al.us</p> <p>Pearson CC Digital Curriculum Swift: <i>A Modest Proposal</i> Pope: <i>An Essay on Man</i> Peter Singer: <i>The Singer Solution to World Poverty</i> (PDF available online)</p> <p>LTF Teacher Resources: Structural Elements and Rhetorical Strategies, Analyzing an Argument, How to Write a Rhetorical Precis</p> <p>Pearson CC Text Introductory Unit-Analyzing/Composing Argument PH CC 70-76 (Ixiv-Ixxi)</p> |

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. [RI.11-12.3]
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 (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]
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. [RI.11-12.5]
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. [RI.11-12.6]
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. [RI.11-12.7]
8. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). [RI.11-12.8]
9. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and

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| <p>Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]</p> | |
| <p>Language</p> <p>36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]</p> <p>a. Observe hyphenation conventions. [L.11-12.2a]</p> <p>b. Spell correctly. [L.11-12.2b]</p> <p>37. 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. [L.11-12.3]</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]</p> <p>38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i>, choosing flexibly from a range of strategies. [L.11-12.4]</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. [L.11-12.4a]</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). [L.11-12.4b]</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. [L.11-12.4c]</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). [L.11-12.4d]</p> | <p>LTF Teacher Resources: Diction Analysis, Syntactical Terms, Character and Style Analysis Word List, Sentence Variety</p> <p>Don Killgallon's <i>Sentence Composing for High School</i></p> <p>Select passage or sentences, identify unfamiliar words (circle) and locate information /context clues (underline) that help reveal meaning</p> <p>Vocabulary skits-Group 1 minute to demonstrate the meaning of a word through dialogue and action</p> <p>Vocabulary Footnotes-Group Each group assigned a paragraph/section of complex passage. Create footnotes for unfamiliar words using synonyms to use when reading entire passage as class.</p> <p>Vocabulary.com</p> <p>District Digital Resource: Writing Coach</p> <p>Grammar Monster: http://grammar-monster.com/glossary/hyphens.htm</p> <p>Grammar Bytes (see Spelling): http://www.chompchomp.com/presentations.htm</p> <p>Hyphen Reference Sheet and Worksheet: https://chadgallant.files.wordpress.com/2009/10/hyphen-package.pdf</p> |

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| <p>TEACH AND ASSESS ALL YEAR:</p> <p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]</p> <p>a. Observe hyphenation conventions. [L.11-12.2a]</p> <p>b. Spell correctly. [L.11-12.2b]</p> <p>[L.11-12.2] (listed in SchoolNet as Alabama L.11-12.36)</p> | |
| <p>Writing</p> <p>19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]</p> <p>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.11-12.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]</p> | <p>Pearson Text Introductory Unit-Composing Argument PH CC Literature (Ixx-Ixxi)</p> <p>LTF Teacher Resources: Determining Your Position-Prewriting for the Persuasive Essay, Template for Persuasive Paragraph, Scoring Guide-Persuasion</p> <p><i>Writing Coach</i>, Pearson</p> |

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English Grade 12

Third Nine Weeks

Required Text: Shakespeare: *Macbeth*

Supplemental Texts: Sonnets by Spenser, Sydney, Marlowe, Raleigh, and Shakespeare

| Standard | Resources |
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| <ol style="list-style-type: none">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. [RL.11-12.1]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. [RL.11-12.2]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). [RL.11-12.3]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. (Include Shakespeare as well as other authors.) [RL. 11-12.4]5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5] | <p>Pearson Digital CC Curriculum</p> <p>PH Literature Text: Sonnets by Spenser, Sydney, Marlowe, Raleigh, and Shakespeare Shakespeare, <i>Macbeth</i></p> <p>LTF Teacher Resources: Dialectical Journal-Analysis of a Character Character Paragraph Frame, Scoring Guide-Analysis of a Character, Character and Style Analysis Word List, Post-Mortem of a Protagonist, <i>Macbeth</i> vocabulary, Literary Terms-Linking them to Meaning</p> <p>Sonnet Resources: “Unpacking Shakespeare through Sonnets” http://betterlesson.com/lesson/561441/unpacking-shakespeare-through-his-sonnets?from=search_lesson_title</p> <p>“A Valentine’s Sonnet: Writing Sonnets After Examining Shakespeare’s Sonnet 116” http://betterlesson.com/lesson/574789/a-valentine-s-sonnet-writing-sonnets-after-examining-shakespeare-s-sonnet-116?from=search_lesson_title</p> |

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| <ol style="list-style-type: none"> 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. [RL. 11-12.6] 7. 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. (Include at least one play by Shakespeare.) [RL.11-12.7] (Alabama) 8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] 9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10] | <p>“Discovering Traditional Sonnet Forms” http://www.readwritethink.org/classroom-resources/lesson-plans/discovering-traditional-sonnet-forms-830.html?tab=2</p> <p>Form Lesson on “Easter Wings”: https://schoolhouseteachers.com/wp-content/uploads/2013/02/cbw-unit7-easter-wings-3-13.pdf</p> <p style="text-align: center;">Macbeth Resources:</p> <p><i>Macbeth</i> Unit: http://betterlesson.com/lesson/562807/macbeth-day-one-background-and-banquo-s-murder-act-iii-scene-iii</p> <p>“Oh the Horror! A Macbeth Unit” http://betterlesson.com/lesson/566373/what-s-your-sentence-tomorrow-and-tomorrow-and-tomorrow-introducing-macbeth-by-william-shakespeare</p> <p>Lincoln Center Macbeth Guide: http://www.lct.org/media/filer_public/b1/9c/b19cb77d-63c1-4a35-a8cb-8ca7c9ba358d/shakespearesmacbethstudyguide.pdf</p> <p style="text-align: center;">Audio of plays: Librivox.org Folger Shakespeare Library (Folger.edu)</p> |
| <p>Informational Text</p> | |
| <ol style="list-style-type: none"> 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. [RI.11-12.1] 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. [RI.11-12.2] 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. [RI.11-12.3] | <p>PH Literature Text: Renaissance background, Shakespeare Biography, Globe Theater, <i>Macbeth Background</i></p> <p style="text-align: center;">Alabama Virtual Library (avl.lib.al.us) for articles and literary criticism for <i>Macbeth</i></p> <p style="text-align: center;">“On Human Behavior” <i>New York Times</i> lesson plan to pair with <i>Macbeth</i> http://learning.blogs.nytimes.com/2006/09/12/on-human-behavior/</p> |

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 (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]
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. [RI.11-12.5]
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. [RI.11-12.6]
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. [RI.11-12.7]
8. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). [RI.11-12.8]
9. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]

“They Smack of Honor Both: Macbeth and a Nonfiction Source”
<http://www.folger.edu/they-smack-honor-both-macbeth-and-nonfiction-source>

Writing

20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]

e. 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.11-12.2e]

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]

25. 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.11-12.7]

27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]

a. Apply *Grade 12 Reading standards* to literature (e.g., "Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama)

District Digital Resource: Writing Coach

LTF Teacher Resources: Paragraph Frame, Paragraph Template, Planning a Compare/Contrast Essay, Scoring Guide-Compare Contrast

Macbeth writing activity:

http://alex.state.al.us/lesson_view.php?id=12282

Alabama Virtual Library (avl.lib.al.us)

Research Paper (literary analysis):bibliography cards, note cards, thesis, outline, rough draft, final paper

MLA Handbook
MLA Style Guide

Pearson CC Literature Text-Research Project-Primary Sources 899

b. Apply *Grade 12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). [W.11-12.9b]

Language

40. 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. [L.11-12.6]

Alabama Virtual Library (avl.lib.al.us)
Research Paper (literary analysis):bibliography cards, note cards, thesis, outline, rough draft, final paper

MLA Handbook
MLA Style Guide (e.g. Diana Hacker's *A Pocket Style Manual*)

Pearson CC Digital Resources

LTF Teacher Resources: Grammar Terms High School, Literary Terms High School

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English 12 Grade 12

Fourth Nine Weeks

Required Text: None, however *Lord of the Flies* and *Tale of Two Cities* are protected for 12th grade only and could be used this 9 weeks.

Supplemental Texts: Variety of PH Literary Selections: (e.g. selections from *The King James Bible*, *Oedipus the King*, *Faust*, selections of British poetry from the Romantic and Victorian Period, **Online suggestions:** Chekhov: “The Bet,” *Early Short Stories* Machiavelli selections

| Standard | Resources |
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| <ol style="list-style-type: none">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. [RL.11-12.1]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. [RL.11-12.2]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). [RL.11-12.3]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. (Include Shakespeare as well as other authors.) [RL. 11-12.4] | <p>ALEX: http://alex.state.al.us</p> <p>Variety of PH Lit Literary Selections: (e.g. selections from <i>The King James Bible</i>, <i>Othello</i>, <i>Oedipus the King</i>, <i>Faust</i>, selections of British poetry from the Romantic and Victorian Period</p> <p>Online suggestions: Chekhov: “The Bet” <i>Early Short Stories</i></p> <p>PH CC Literature Text: See Workshops at the end of each unit for suggested fiction selections.</p> <p>Additional Shakespeare play if desired such as <i>Taming of the Shrew</i></p> <p>Novels: See PH CC Lit Workshops at the end of each unit, ACT Suggested Course of Study or the “Protected Texts” list for novel suggestions</p> |

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| <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5]</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. [RL. 11-12.6]</p> <p>7. 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. (Include at least one play by Shakespeare.) [RL.11-12.7] (Alabama)</p> <p>8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]</p> <p>9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]</p> | |
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| <p>Informational Text</p> | |
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| <p>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. [RI.11-12.1]</p> <p>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. [RI.11-12.2]</p> | <p style="text-align: center;">Machiavelli selections LTF Teacher Resources: Analyzing an Argument in Visual Text</p> <p>Pearson CC Literature Text: Analyze a Non-Print Political Advertisement 928</p> |
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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. [RI.11-12.3]
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 (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]
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