First Nine Weeks

Grade: 12	Subject: English	Year: 2016-2017

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

45
12.1 &
12.2
	Communication: Speaking, Listening, Media Literacy
	The student will make a formal oral presentation in a group or individually.
	• Choose the purpose of the presentation. **(12.1a)**
	• Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. **(12.1b)**
	• Use details, illustrations, statistics, comparisons, and analogies to support the presentation. **(12.1c)**
	• Use media, visual literacy, and technology skills to create and support the presentation. **(12.1d)**
	• Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. **(12.1e)**
	• Collaborate and report on small group learning activities. **(12.1f)**
		• make a 5-10 minute oral presentation alone and/or as part of a group.
		
		• organize and develop a speech, using steps in the process such as:
		  ° selection of a topic related to audience and situation;
		  ° determination of purpose;
		  ° research;
		  ° development of an outline, including introduction, body, and conclusion;
		  ° practice; and
		  ° presentation.
		
		• choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience.
		
		• develop content through inclusion of:
		  ° a combination of facts and/or statistics;
		  ° examples;
		  ° illustrations;
		  ° anecdotes and narratives;
		  ° reference to experts;
		  ° quotations;
		  ° analogies and comparisons; and
		  ° logical argumentation of their reasoning.
		
		• use effective delivery created through a combination of:
		  ° clear purpose;			

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	• Evaluate formal presentations including personal, digital, visual, textual, and technological. **(12.1g)** • Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations. **(12.1h)** • Critique effectiveness of presentations. **(12.1i)**	° organization and development of content; ° semantics; ° rhetoric; ° visual aids; ° voice modulation and strength; ° gestures, stance, and eye contact; and ° sufficient practice of delivery. • use appropriate and effective visual aids and/or technology to support presentations. • use grammatically correct language and appropriate vocabulary. • work together to establish group goals, define individual roles, and report on learning activities. • evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. • monitor audience feedback, engagement, and understanding, to adjust delivery and content. • analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.			

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	The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. • Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. **(12.2a)** • Determine the author's purpose and intended effect on the audience for media messages. **(12.2b)**	• organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • determine author's purpose and distinguish factual content from opinion and possible bias. • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to push to action, to appeal to ethics or beliefs, etc.). • identify fact and opinion in media messages and how those elements relate to purpose and audience.			
45	**Reading – Vocabulary** The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. • Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. **(12.3a)**	• use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.			

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	• Use context, structure, and connotations to determine meanings of words and phrases. **(12.3b)** • Discriminate between connotative and denotative meanings and interpret the connotation. **(12.3c)** • Identify the meaning of common idioms, literary and classical allusions in text. **(12.3d)** • Expand general and specialized vocabulary through speaking, reading, and writing. **(12.3e)** • Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. **(12.3f)**	• analyze connotations of words with similar denotations. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • 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. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.			
45	**Reading: Short Stories & Poetry** The student will read, comprehend, and analyze the development of British literature and literature of other cultures.	• use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.			

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	• Compare and contrast the development of British literature in its historical context. **(12.4a)**
	• Recognize major literary forms and their elements. **(12.4b)**
	• Recognize the characteristics of major chronological eras. **(12.4c)**
	• Relate literary works and authors to major themes and issues of their eras. **(12.4d)**
	• Analyze the social and cultural function of British literature. **(12.4e)**
	• Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. **(12.4f)**
	• Compare and contrast traditional and contemporary poems from many cultures. **(12.4g)**
		• analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.
		
		• analyze the representation of a subject or a key scene in two different media.
		
		• identify the literary characteristics of specific eras, such as:
		  ° Anglo-Saxon/Medieval period;
		  ° Tudor/Renaissance period;
		  ° Neoclassical period;
		  ° Restoration Age;
		  ° Romantic and Victorian periods; and
		  ° Modern and Postmodern periods.
		
		• recognize major themes and issues related to:
		  ° religious diversity;
		  ° political struggles;
		  ° ethnic and cultural mores and traditions; and
		  ° individual rights, gender equity, and civil rights.
		• distinguish between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement.
		
		• analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc.			

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		• explain how the choice of words in a poem creates tone. • explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice). • compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.			
45	**<u>Reading</u>** The student will read and analyze a variety of nonfiction texts. • Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. **(12.5a)** • Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. **(12.5b)** • Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions. **(12.5c)**	• before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights. • analyze printed and Web-based informational and technical texts. • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content. • recognize and apply specialized vocabulary. • analyze how two or more texts develop and treat the same idea. • determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, • make frequent references to texts in order to verify conclusions and support logical inferences.			

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	• Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. **(12.5d)** • Identify false premises in persuasive writing. **(12.5e)** • Draw conclusions and make inferences on explicit and implied information using textual support. **(12.5f)**				
	Writing: Expository Essay The student will develop expository and informational, analyses, and persuasive/argumentative writings. • Use a variety of rhetorical strategies to accomplish a specific purpose. **(12.6e)** • Create arguments free of errors in logic and externally supported. **(12.6f)** **Review** • Generate, gather, and organize ideas for writing to address a specific audience and purpose. **(12.6a)**	• develop expository writings that: 　° explain their ideas through a clear general statement of the writer's point (thesis); 　° use specific evidence and illustrations; and 　° provide concise and accurate information. • develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose. • complete employment forms through simulations and real-life opportunities. • complete applications, essays, and résumés for college admission through simulations and real-life opportunities.			

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	• Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. **(12.6b)**
	• Clarify and defend a position with precise and relevant evidence. **(12.6c)**
	• Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. **(12.6d)**
	• Revise writing for clarity of content, depth of information and technique of presentation. **(12.6g)**
	• Use computer technology to plan, draft, revise, edit, and publish writing. **(12.6h)**
		• develop analytical essays that do one or more of the following:
		  ° examine a process;
		  ° make a comparison;
		  ° propose solutions;
		  ° classify;
		  ° define;
		  ° show cause and effect;
		  ° illustrate problems; and
		  ° evaluate.
		• construct arguments that:
		  ° introduce precise, substantive claims;
		  ° establish the significance of the claims;
		  ° distinguish them from opposing claims; and
		  ° sequence information logically (e.g., problem-solution, cause and effect).
		
		• use a range of strategies to elaborate and persuade, such as:
		  ° descriptions;
		  ° anecdotes,;
		  ° case studies,
		  ° analogies; and
		  ° illustrations.
		• develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
		
		• provide a clear and effective conclusion.			

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		• develop a thesis that demonstrates clear and knowledgeable judgments.			
		• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning.			
		• strategically focus paragraphs by using a variety of techniques.			
		• use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect).			
		• use words, phrases, and clauses 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.			
		• elaborate for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations.			
		• develop ideas in a logical sequence.			
		• establish and maintain a style and tone.			

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		• apply persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc., when appropriate. • recognize and avoid common logical fallacies or false premises. • revise writing to provide depth of information and to adhere to presentation format. • use computer technology as available to edit writing before submitting the final copy.			
	Grammar/Usage/Mechanics The student will write, revise, and edit writing. • Edit, proofread, and prepare writing for intended audience and purpose. **(12.7a)** • Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. **(12.7b)**	• assess and strengthen the quality of writing through revision. • use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed. • edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context. • apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers.			

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	• Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. **(12.7c)**				

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
35	**Reading: - Drama - Shakespeare** • Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect. **(12.4h)** • Compare and contrast dramatic elements of plays from American, British, and other cultures. **(12.4i)** **Review 12.4a-i**	• compare and contrast traditional and contemporary poetry and drama from many cultures. • explain how a dramatist uses dialogue to reveal the theme of a drama.			
45	**Grammar/Usage/Mechanics** **Review 12.7a-c**				
20	**Research** The student will write documented research papers. • Use technology as a tool to research, organize, evaluate, and communicate information. **(12.8a)** • Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. **(12.8b)**	• identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • utilize technology to conduct research, organize information, and develop writing. • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources.			

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	• Critically evaluate the accuracy, quality, and validity of the information. **(12.8c)**
	• Synthesize information to support the thesis and present information in a logical manner. **(12.8d)**
	• Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). **(12.8e)**
	• Revise writing for clarity, depth of information, and technique of presentation. **(12.8f)**
	• Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. **(12.8g)**
		• evaluate collected information from print and electronic sources by:
		  ° determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and
		  ° formulating a reason/focus to represent findings.
		
		• record and organize information into a draft by:
		  ° prioritizing and synthesizing information;
		  ° summarizing and/or paraphrasing information; and
		  ° selecting direct quotations.
		
		• cite print or electronic sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style.
		
		• edit writing for correct use of language, capitalization, punctuation, and spelling.
		
		• demonstrate a sophisticated understanding of the ethics of writing by:
		  ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
		  ° recognizing that one must correctly cite sources to give credit to the author of an original work;			

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	• Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. **(12.8h)**	° recognizing that sources of information must be cited even when the information has been paraphrased; and ° using quotation marks when someone else's exact words are quoted.			
45	**Reading – Vocabulary Review 12.3a-f**				