

Curriculum Map: Academic English 12

Meadville Area Senior High School

English Department

Course Description: This year long course is specifically designed for the student who plans to pursue a college education. Emphasis is on grammar, composition, world literature, vocabulary, oral presentation and research. During the course, the student is asked to compare themes in art and music to literary themes in order to develop a keener understanding of his/ her culture and other cultures. In grammar, the students will recall grammar from previous years. In composition, the students will be required to understand the difference between formal and informal writing; and write narrative, informational, persuasive, cause and effect, literary criticism and compare and contrast essays. In literature, the students will be required to know, comprehend, interpret, analyze, synthesize, critique and evaluate fiction, nonfiction, poetry and drama through writing and critical discussion. A research project/ paper is required to pass the course.

Unit Title: Short story

Suggested time frame: 7-8 weeks

Standards:

CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How does interaction with the text promote thinking and response?
How do authors convey purpose and meaning in literature?
How does literature reflect the beliefs, ideas, and happenings of the era in which it is written?
How do various literary criticisms impact the interpretation of text? How do these different interpretations affect the reader?
How do the parts of the story and the techniques an author uses enhance a text?

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none">• Comprehend, interpret, analyze and evaluate author's technique before, during, and after reading;• demonstrate fluency;• classify works of literature from different cultures and time periods;	Tone, mood, theme, characterization, diction, syntax, point of view, figurative language, style, inference, genre, connotation, personification, simile,	Independent reading, summative and formative assessments, whole class discussions, jigsaw discussion, fishbowl discussion, formal presentations, graphic	<i>British Literature: Traditions and Changes</i> <i>Impact</i> <i>Modern World Literature</i> <i>Adventures in English</i>

<ul style="list-style-type: none"> ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Non Fiction –</p> <ul style="list-style-type: none"> ● Comprehend, interpret and analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; ● demonstrate fluency; ● distinguish among facts, opinions, evidence, inference, and essential and non-essential information; ● examine author's bias ● make inferences and draw conclusions; ● analyze connections between literature and historical periods; ● interpret the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence 	<p>alliteration, symbolism, metaphor, hyperbole, imagery, allusion, motif, satire, irony, foreshadowing, flashback, literary criticism (formalist, biographical, historical/cultural, psychological, mythological/archetypal, philosophical, sociological)</p>	<p>organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, various other reading strategies</p>	<p><i>Literature</i></p> <p>Various Outside Sources</p>
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<p>Speaking and Listening –</p> <ul style="list-style-type: none">● Use appropriate volume and clarity in formal speaking presentations● demonstrate awareness of audience when speaking● listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			
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Unit Title:

Poetry

Suggested time frame:

1 – 2 weeks

Standards:

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

How does word choice affect the meaning of a poem?
How do poets express self, identity, society, and other themes within their work?
How are literary devices used to enhance poetry and its meaning? (i.e., rhyme, meter, stanza, form, diction, imagery, figurative language)

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres 	Figurative language, imagery, symbolism, satire, inference, rhyme, meter, scansion, alliteration, onomatopoeia, personification, metaphor, simile, hyperbole, poetic forms, parody, sonnet, irony, foreshadowing, flashback, free verse, blank verse, allusion	Read aloud, discussion, scansion, paraphrasing, talking to the text, formative and summative assessments, think aloud, shared inquiry discussion strategy, analysis and synthesis with other text forms, unpacking	Shakespearean Sonnets <i>Poetry: An Introduction</i> <i>British Literature: Traditions and Changes</i> <i>Modern World Literature</i> <i>Adventures in English Literature</i> Various Outside Sources

Unit Title:

Drama

Suggested time frame:

7-9 weeks

Standards:

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How are historic, cultural, economic, religious, and ethnical aspects of a society reflected in a drama?

How does drama differ from other literary genres?

How does analyzing drama differ from analyzing other literary genres?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script <p>Speaking and Listening –</p> <ul style="list-style-type: none"> Use appropriate volume and clarity in formal 	<p>Stage directions, monologue, dialogue, soliloquy, dialect, chorus, genre, inference, aside</p>	<p>Read aloud, role playing, whole class discussion, fishbowl discussion, formative and summative assessments, think pair share, paraphrase, jigsaw discussion, audiovisuals/media</p>	<p><i>Hamlet</i> by William Shakespeare</p> <p><i>Macbeth</i> by William Shakespeare</p> <p>Various film adaptations</p>

<p>speaking presentations</p> <ul style="list-style-type: none">● demonstrate awareness of audience when speaking● listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			
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Unit Title: Novels

Suggested time frame: 14 - 15 weeks

Standards:

CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How do historical circumstances impact the author’s choices and/or characters’ decisions?
How are larger social themes and philosophies reflected in literature?
What make a novel a “classic”?
How do various literary criticisms impact the interpretation and analysis of a text?
How does a writer bring about societal change through their work?

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none">• Comprehend and interpret author's purpose before, during, and after reading; demonstrate fluency;• classify works of literature from different cultures and	Tone, Mood, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style, Inference, Genre, Socratic Seminar, Mood, Tone, Bias, Voice, Propaganda,	Independent Reading, Comprehension Summative and Formative Assessments, Class Discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides,	<i>Night</i> by Elie Wiesel <i>Bless the Beasts and Children</i> by Glendon Swarthout <i>The Bean Trees</i> by Barbara Kingsolver

<p>time periods;</p> <ul style="list-style-type: none"> ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Nonfiction –</p> <ul style="list-style-type: none"> ● Comprehend, interpret and analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; ● examine author's bias ● make inferences and draw conclusions; ● analyze connections between literature and historical periods; ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of 	<p>Fact/Opinion</p>	<p>think-pair-share, Socratic Seminar, Padeia, SQ3R</p>	<p><i>The Good Earth</i> by Pearl S. Buck</p> <p><i>Frankenstein</i> by Mary Shelley</p> <p><i>Anne Frank: The Diary of a Young Girl</i></p>
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<p>literary genres and universal themes with textual evidence</p> <p>Speaking and Listening –</p> <ul style="list-style-type: none">● Use appropriate volume and clarity in formal speaking presentations● demonstrate awareness of audience when speaking● listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			
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Unit Title: Research

Suggested time frame: 4-6 weeks

Standards: CC.1.4.11-12: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Essential Questions:

How can our knowledge and use of the research process promote lifelong learning?
How do we use information gained through research to expand knowledge of literature?
How does looking at literature from different perspectives and writing about it change meaning?
What are the common characteristics and techniques of scholarly research?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Formulate a clear research question● Gather and evaluate information● Conduct inquiry and research on topic● Evaluate sources● Synthesize information and data relevant to the topic● Distinguish between one's own ideas and the ideas of others● Make inferences and	research, primary source, secondary source, bias, works cited (reference page), in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context	Note cards and source cards Formal MLA Outline Rubric	Media Center resources Databases Purdue OWL Websites <i>Write Source – Green Edition</i>

draw conclusions from research			
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Unit Title: Grammar and Writing

Suggested Time Frame: Throughout the year within the context of other units

Standards: CC.1.4.11.12: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: How does writing help the reader better understand the nuances of a text?
How does writing style (word choice, sentence structure...) influence argument and understanding?
What are the common characteristics and techniques of good scholarly writing?
What purposes does writing serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">Recall 11th gradeAmbiguous pronounsFaulty comparisonsWrite poems, short stories, and plays with various organizational methods, literary elements and devicesWrite complex information pieces that use precise language, primary/secondary sourcesWrite persuasive pieces using	Parts of Speech - Coordinating, subordinating, and correlative conjunctions, verb tense (parallel), active and passive voice, pronoun usage/agreement, misplaced modifiers, ambiguous pronouns, faulty comparisons Punctuation – Basic punctuation, dashes, ellipses, brackets Mechanics and Other – acronyms, initialisms, idioms,	worksheets, drill and skill, graphic organizers, manipulatives, bell ringers, homework, online games, personal dry erase boards, student-created examples, partner and small group work, color-coded sentence diagramming	<i>Write Source</i> – Green Edition Online Resources <i>Vocabulary for Achievement</i> – 5 th course

<p>rhetorical devices and persuasive strategies to support the main argument or positions and including a clearly stated position and including a clearly stated position, convincing and properly cited evidence that addresses reader's concern, counterclaims, biases, and expectations</p> <ul style="list-style-type: none">● Write with a clear focus while developing topic-appropriate content; create and revise to achieve appropriate style using a variety of sentence structures and word choices as well as tone and voice; use grade appropriate conventions when writing	clichés, colloquialism/dialect		
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