

Curriculum Map: Accelerated 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. The literature read will examine the tension between personal values and social responsibilities. 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 Stories (Fiction/Nonfiction)

Suggested Time Frame: 4-6 weeks

Standards: CC.1.2.11-12 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, 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, 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 authors convey purpose and meaning in literature?
- How does literature contribute to an understanding of ourselves?
- How do various literary criticisms impact the interpretation of a text?
- How does a writer use literary devices for specific effects in a story?
- How do strategic readers create meaning from literary and information text?
- How does interaction with text provoke thinking and response?

Competency	Vocabulary	Strategy	Resource
<i>Fiction:</i> <ul style="list-style-type: none">● Comprehend, interpret, analyze, and evaluate author's technique and purpose before, during, and after reading● Demonstrate fluency● Classify works of literature from different cultures and time periods● Interpret the important philosophical, religious, social,	Tone, Mood, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style, Inference, Genre, Socratic Seminar, Mood, Tone, Bias, Voice, Propaganda, Fact/Opinion	Independent Reading, Comprehension Summative and Formative Assessments, Class Discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, SQ3R, 25-word summary	<i>Beowulf</i> <i>The Canterbury Tales</i> by Geoffrey Chaucer <i>British Literature: Traditions and Changes</i> <i>Modern World</i>

<p>political, or ethical ideas of the time</p> <p><i>Nonfiction:</i></p> <ul style="list-style-type: none"> ● Comprehend, interpret, analyze, evaluate, and critique author's purpose, author's effectiveness, text organization, text structure, and text format before, during, and after reading ● Demonstrate fluency ● Distinguish among facts, opinions, evidence, inference, and essential and non-essential information ● Examine author's bias ● Make subtle inferences and draw complex conclusions ● Analyze connections between literature and historical periods ● Interpret the important philosophical, religious, social, political, or ethical ideas of the time 			<p><i>Literature</i></p> <p><i>Adventures in English Literature</i></p>
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Unit Title: Poetry

Suggested Time Frame: 2-3 weeks

Standards: CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, 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 is poetry both similar to and different from prose?
- How does understanding a poet's life and historical context help us understand a poem?
- How can we determine the theme or underlying meaning of a poem?
- How many different ways can we sort and classify poems?
- How does a writer use poetic devices for certain effects in the poem?
- How does interaction with text provoke thinking and response?

Competency	Vocabulary	Strategy	Resource
Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres.	Figurative language, imagery, allegory, symbolism, satire, parody, pastoral, Genre, Inference, Socratic Seminar	3-2-1 Strategy, Read Aloud, Shared Inquiry Discussion Strategy, Socratic Seminar, Padeia, Scansion, Paraphrasing, identifying and analyzing figurative language and diction/word choice ("unpacking")	<i>British Literature: Traditions and Changes</i> <i>Modern World Literature</i> <i>Adventures in English Literature</i> Poetry Out Loud Online Resources

Unit Title: Drama

Suggested Time Frame: 6-8 weeks

Standards: CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, 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 is a play similar to and different from prose and poetry?
How has Shakespeare influenced contemporary language and culture?
What universal themes are present in the play, and how are they relevant today?
How can we use reading strategies to help us understand the language and syntax used by Shakespeare?
How do strategic readers create meaning from literary and information text?
How does interaction with text provoke thinking and response?

Competency	Vocabulary	Strategy	Resource
Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script	stage directions, monologue, dialogue, soliloquy, dialect, chorus, Genre, Inference, Socratic Seminar	Read aloud, role-playing, audiovisuals/media, Socratic Seminar, Padeia	<i>Antigone</i> by Sophocles <i>Hamlet</i> by William Shakespeare <i>Macbeth</i> by William Shakespeare <i>The Importance of Being Ernest</i> by Oscar Wilde <i>Cyrano de Bergerac</i> by Edmond Rostand <i>My Fair Lady</i>

Unit Title: Novels

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, 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 larger social themes reflected in the literature?
- Why is this work of literature important to your life, the world and humanity in general?
- How do various literary criticisms impact the interpretation of a text?
- How does a writer use literary devices for specific effects in a story?
- How do strategic readers create meaning from literary and information text?
- How does interaction with text provoke thinking and response?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Comprehend, interpret, analyze, and evaluate author's technique and purpose before, during, and after reading● Demonstrate fluency● Classify works of literature from different cultures and time periods● Interpret the important philosophical, religious, social, political, or ethical ideas of the time	Tone, Mood, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style, Inference, Genre, Socratic Seminar	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia	<i>Frankenstein</i> by Mary Shelley <i>Watership Down</i> by Richard Adams <i>The Joy Luck Club</i> by Amy Tan <i>All Quiet on the Western Front</i> by Erich Remarque <i>A Tale of Two Cities</i> by Charles Dickens

			<p><i>Cry, the Beloved Country</i> by Alan Paton</p>
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			<p><i>Far From the Madding Crowd</i> by Thomas Hardy</p>
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Unit Title: Grammar and Writing

Suggested Time Frame: 3-4 weeks

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 people discover and understand what they are thinking?

How does writing shape what others think of us?

What are the common characteristics and techniques of good writing shared across genre?

What purposes does writing serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Recall 11th Grade● Ambiguous pronouns● Faulty comparisons● Write poems, short stories, and plays with various organizational methods, literary elements and devices● Write complex information pieces that use precise language, primary/secondary sources● Write persuasive pieces using rhetorical devices and persuasive strategies	coordinating, subordinating, and correlative conjunctions, verb tense (parallel), active and passive voice, pronoun usage/agreement, misplaced modifiers, period, exclamation point, question mark, comma, semi-colon, colon, hyphens, apostrophes, italics, parentheses, dashes, ellipses, brackets, fragments and run-ons, subjects and predicates, phrases, clauses, sentence constructions (simple, compound, complex, compound-complex), subject-verb agreement, pronoun	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 <i>Vocabulary for Achievement</i> – 6 th course Various outside sources as needed

<p>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	<p>and antecedent; sentence diagramming, capitalization, spelling, plurals, numbers, abbreviations, acronyms, initialisms, idioms, cliches, colloquialism/dialect</p>		
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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 accurate research improve your understanding of a topic?
What are the common characteristics and techniques of good research?
What purposes does researching serve in the real world?
What are the common characteristics and techniques for 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 draw conclusions from research	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/or outlining and/or listing, source cards are optional, rubrics	MASH Media Center resources Databases Purdue OWL and other websites

