Curriculum Handbook

For

Core English 12

MCj04123980000[1]



*Department of Curriculum and Instruction*

*Office of Secondary Instructional Services*

**ACKNOWLEDGMENTS**

This English/language arts curriculum guide was developed by a committee of teachers, the instructional specialists, and the Coordinator for Middle and High School English. The development of these units has been guided by the desire that they be a valuable and convenient tool for all English/language arts teachers.

The members of the committee worked diligently to include in this guide, resources, references, teaching strategies, and activities that would support teachers as they guide the students in the attainment of the academic objectives for the course. It is the hope of this committee that this document will provide a rich foundation upon which teachers can build exciting and effective units and daily lessons. This document is a reflection of the personal commitment, service, and dedication of the teachers who served on the committee. Sincere appreciation is extended to those teachers who were involved in this project.

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**ENGLISH/ LANGUAGE ARTS PROGRAM**

**RATIONALE**

**The purpose of the English/language arts program is to provide students with the communication skills essential for functioning in a changing world. Through a spiraling and sequential development of skills and concepts, the students become increasingly proficient in their ability to enjoy language. The study of a representative core of classical and contemporary works by authors of recognized merit increases the students' awareness of the diversity of cultures and the complexity of human nature.**

**PROGRAM GOALS**

**The students should be able**

* **to clarify thoughts through writing,**
* **to experience the pleasure of self expression,**
* **to write about experiences, ideas, and literature,**
* **to develop the lifelong habit of reading,**
* **to read texts strategically,**
* **to analyze, interpret, and evaluate texts (literary, nonfiction, and functional texts),**
* **to relate literature to personal experience,**
* **to speak and write with precision, clarity, and confidence,**
* **to use standard spoken and written English,**
* **to expand vocabulary through word study,**
* **to speak and listen effectively in individual and group situations,**
* **to access, evaluate and create meaning through the use of multimedia, especially online sources, and**
* **to gain insight into themselves and others through reading, writing, listening, and speaking.**

Objectives for English 12

**Oral Language**

* 1. **The student will illustrate an understanding of literature by reading aloud and participating in discussion.**

E 12.1.1 Demonstrate an understanding of the motivation of a character in a play through an oral reading.

E 12.1.2 Read a poem aloud emphasizing sensory images.

**12.2 The student will make a 5-10 minute formal oral presentation. (SOL 12.1)**

E 12.2.1 Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information. (SOL 12.1a)

E 12.2.2 Use a well-structured narrative or logical argument. (SOL 12.1b)

E 12.2.3 Use details, illustrations, statistics, comparisons, and analogies to support purposes. (SOL 12.1c)

E 12.2.4 Use visual aids or technology to support presentation. (SOL 12.1d)

E 12.2.5 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 12.1e)

E 12.2.6 Cite information sources.

**12.3 The student will evaluate formal presentations. (SOL 12.2)**

E 12.3.1 Critique relationships among purpose, audience, and content of presentations. (SOL 12. 2a)

E 12.3.2 Critique proficiency in the use of standard English in speaking.

E 12.3.3 Critique effectiveness of presentations. (SOL 12.2b)

**12.4 The student will continue to work cooperatively.**

E 12.4.1 Develop the ability to listen and restate.

E 12.4.2 Demonstrate the ability to work in a group in any role.

E 12.4.3 Learn to interpret body language and tone of voice.

E 12.4.4 Learn to select the most appropriate question for evaluation.

E 12.4.5 Evaluate how the group has worked as a whole.

E 12.4.6 Use effective leadership techniques.

E 12.4.7 Explain and perform the various roles within a group.

E 12.4.8 Exhibit sensitivity to differences among people.

**Reading Analysis**

**12.5 The student will continue to build knowledge of literary terminology, forms, and vocabulary in context.**

E 12.5.1 Expand vocabulary with words encountered in reading selections.

E 12.5.2 Use terminology that demonstrates a knowledge of literary forms in both speaking and writing.

E 12.5.3 Demonstrate mastery of the ability to use syntactical, structural, and contextual clues to derive the meanings of new words.

**12.6 The student will explain the processes by which language changes.**

E 12.6.1 Describe the history of the English language.

E 12.6.2 Identify the major periods of the English language.

E 12.6.3 Identify and use English words that have been influenced or brought into the language by borrowing from foreign languages and/or technical advances.

**12.7 The student will read and analyze a variety of informational materials, including electronic resources. (SOL 12.4)**

E 12.7.1 Identify information needed to conduct a laboratory experiment or product evaluation.

E 12.7.2 Identify formats common to new publications and information resources. (SOL 12.4a)

E 12.7.3 Evaluate a product based on analysis of the accompanying warranty and instructional manual. (SOL 12.4c)

E 12.7.4 Evaluate the quality of informational and technical manuals. (SOL 12.4d)

E 12.7.5 Read and follow instructions to install a software program.

E 12.7.6 Explain personal opinions based on valid analyses of books, plays, or scripts from movies or television shows.

**12.8 The student will read and analyze the development of British literature and literature of other cultures. (SOL 12.3)**

E 12.8.1 Recognize major literary forms and their elements. (SOL 12.3a)

E 12.8.2 Recognize the characteristics of major chronological eras. (SOL 12.3b)

E 12.8.3 Read and evaluate the ideas presented in the works of authors representing each literary period.

E 12.8.4 Relate literary works and authors to major themes and issues of their eras. (SOL 12.3c)

E 12.8.5 Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books).

**12.9 The student will demonstrate analytical skills used in responding to literature by applying them to literary interpretation as well as personal and peer writing.**

E 12.9.1 Analyze how the universal truths explored in literature relate to one’s life and develop a personal essay.

E 12.9.2 Develop an analytical essay, analyzing the author's purpose through the use of diction, tone, and detail.

**12.10 The student will read and analyze a variety of poetry. (SOL 12.5)**

E 12.10.1 Explain how the choice of words in a poem creates tone and voice. (SOL 12.5a)

E 12.10.2 Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood. (SOL 12.5b)

E 12.10.3 Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience. (SOL 12.5c)

E 12.10.4 Compare and contrast traditional and contemporary works of poets from many cultures. (SOL 12.5d)

**12.11 The student will read and critique dramatic selections from a variety of authors. (SOL 12.6)**

E 12.11.1 Describe the conflict, plot, climax, and setting. (SOL 12.6a)

E 12.11.2 Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect. (SOL 12.6b)

E 12.11.3 Identify the most effective elements of selected plays. (SOL 12.6c)

E 12.11.4 Compare and contrast dramatic elements of plays from American, British, and other cultures. (SOL 12.6d)

**Writing**

**12.12 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**

E 12.12.1 Generate, gather, and organize ideas for writing. (SOL 12.7a)

E 12.12.2 Consider audience and purpose when planning for writing.(SOL 12.7b)

E 12.12.3 Present ideas in a logical sequence.

E 12.12.4 Demonstrate command of appropriate and correct use of sentence variety.

E 12.12.5 Elaborate ideas clearly and accurately. (SOL 12.7d)

E 12.12.6 Use reflective strategies to revise writing.

E 12.12.7 Revise writing for depth of information and technique of presentation. (SOL 12.7e)

E 12.12.8 Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7f)

E 12.12.9 Proofread final copy and prepare document for publication or submission. (SOL 12.7g)

E 12.12.10 Use available technology.

E 12.12.11 Maintain a writing portfolio.

**12.13 The student will develop expository and informational writings. (SOL 12.7)**

E 12.13.1 Write a multi-paragraph essay using inductive/deductive reasoning.

E 12.13.2 Write a letter expressing an opinion to an elected official.

E 12.13.3 Write a multi-paragraph essay using rational appeals, emotional appeals, and appeals to logic.

E 12.13.4 Write a commentary on a book, short story, play, or film.

E 12.13.5 Write an analysis of explanation of how the literary works of several authors mirror the issues of their eras.

E 12.13.6 Write an analysis of a product based on the warranty and instructional manual.

E 12.13.7 Keep a log of news and magazine articles that he/she finds of interest.

E 12.13.8 Use one or more log entries to produce an original piece of writing.

E 12.13.9 Write analytically about literary, informational, and visual materials. (SOL 12.7c)

**12.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.**

E 12.14.1 Demonstrate the ability to evaluate, edit, and revise all writing tasks.

E 12.14.2 Use a handbook as a reference tool.

E 12.14.3 Exhibit proficiency in the use of standard English in writing.

E 12.14.4 Use available technology*.*

**12.15 The student will prepare for the transition to career or schools of higher learning.**

E 12.15.1 Update a résumé and a cover letter.

E 12.15.2 Use criteria to evaluate the performance of tasks.

E 12.15.3 Demonstrate mastery in completing business forms.

**Research**

**12.16 The student will write documented research papers. (SOL 12.8)**

E 12.16.1 Identify and understand the ethical issues of research and documentation. (SOL 12.8a)

E 12.16.2 Select and narrow a topic for a critical analysis paper.

E 12.16.3 Select and narrow a topic for an investigative paper.

E 12.16.4 Develop a plan for research.

E 12.16.5 Prepare a formal outline of the paper.

E 12.16.6 Collect information to support a thesis.

E 12.16.7 Evaluate the accuracy and usefulness of information. (SOL 12.8b)

E 12.16.8 Synthesize information to support the thesis. (SOL 12.8c)

E 12.16.9 Present information in a logical manner. (SOL 12.8d)

E 12.16.10 Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e)

E 12.16.11 Edit copies for correct use of language, spelling, punctuation, and capitalization. (SOL 12.8f)

E 12.16.12 Proofread a final copy and prepare document for publication or submission. (SOL 12.8g)

**Materials List**

**High School English, Grades 9-12**

The following materials are essential for teaching English in the Virginia Beach City Schools. High School English teachers receive all their materials from the English department chair. Please use this checklist to make sure that you have all the necessary materials to deliver the curriculum.

Curriculum Handbook

Teacher’s Edition of Literature Text

Teacher’s Edition of Language Handbook

Holt Reader Teacher’s Manual

Ancillary Materials for Textbook Series

* One-Stop Planner w/Test Generator & State Specific Resources
* VA Test Preparation Workbook, Elements of Literature, Grades 6-12
* VA Test Preparation Workbook Answer Key, EOL, High School
* Audio CD Library
* Daily Language Activities
* Fine Art Transparencies
* Holt Assessment: Literature, Reading & Vocabulary
* Holt Assessment: Writing, Listening & Speaking
* Holt Reading Solutions, Elements of Literature
* Language Handbook Worksheets
* PowerNotes Lesson Presentations with Video CD-ROM
* PowerNotes for Literature and Reading CD-Rom, *World Literature* ONLY
* Resources for Teaching Advanced Students
* Visual Connections Video Program on DVD (Videocassette for *World Literature*, Grade 10)
* Vocabulary Development
* Workshop Resources: Writing, Listening, & Speaking
* Family Involvement Activities in English and Spanish
* Language Handbook Worksheets Answer Key
* Audio CD Library Selections & Summaries in Spanish
* Supporting Instruction in Spanish

# **ENGLISH GRADE 12**

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| --- | --- |
| *1984*, Orwell  *Brave New World*, Huxley  *Canterbury Tales*, Chaucer  *Cry, The Beloved Country*, Paton  *Felicia's Journey,* Trevor  *Frankenstein*, Shelley  *Girl with a Pearl Earring,* Chevalier  *Gulliver's Travels*, Swift  *The Hound of the Baskervilles,* Doyle  *I, Robot,* Asimov  *Life of Pi,* Martel  *Lost Horizon,* Hilton  *Macbeth*, Shakespeare  *A Man for All Seasons,* Bolt | *The Mayor of Casterbridge*, Hardy  *Othello,* Shakespeare  *The Picture of Dorian Gray*, Wilde  *The Power of One,* Courtenay  *Pride and Prejudice*, Austen  *Pygmalion*, Shaw  *The Razor's Edge*, Maugham  *Richard III,* Shakespeare  *Tess of the d'Urbervilles*, Hardy  *A Thousand Splendid Suns,* Hosseini  *The Time Machine,* Wells  *The War of the Worlds,* Wells  *Wuthering Heights*, Brontë, E. |

Unit Organization Chart

All units in the Virginia Beach English guides follow the following order.

|  |  |
| --- | --- |
| STAGE 1: Desired GoalsEnduring Understandings, Essential Questions, and Essential Skills and Knowledge (KUDs) Alignment of Virginia Beach Objectives (VBOs) to Stage 1 Goals | |
| **Essential Questions:**   * are designed to engage students in inquiry-based learning, * lead students to generate additional essential questions, * are intended to foster multiple responses and should be arguable, and * lead students to crafting an enduring understanding. | **Enduring Understandings**   * are “big ideas” that serve to organize the skills and concepts taught during the unit, * guide a student to transfer learning to other contexts and situations, and * should not be taught as factual information (covered), rather they should be “uncovered” by students as they consider and compose their own understandings. |
| **Know-** important skills, facts, terminology to be learned during the unit | **Do-** what students should be able to do as a result of the knowledge and skills taught during the unit |

|  |  |
| --- | --- |
| STAGE 2: Assessment EvidenceMandatory Performance Assessment Suggestions for Additional Assessment Evidence | |
| **Performance Task(s)**  An authentic performance task that enables a student to demonstrate understanding and mastery of the objectives | **Rubrics and Exemplars** |
| **Other Evidence**: Additional Ideas for Assessment Evidence (Formative and Summative) | |

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| --- |
| STAGE 3: LEARNING PLAN While Stage 3 provides sample learning plan(s) and suggestions for teaching the unit, the individual teacher creates an instructional sequence and daily learning plans that accomplish the goals of the unit and embedded the mandatory performance assessment.  Sample Instructional Sequence  Suggestions for Introducing the Unit  Suggestions for Teaching the Unit  Suggestions for concluding the Unit  Suggested Materials |

**High School English Pacing Chart and General Overview for Core English 12**

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| --- | --- | --- |
|  | **Units of Instruction and Essential Questions** | **Mandatory Performance Task** |
| **Semester 1** | **Introduction to the Writing Portfolio** | Division Writing Pretest |
| **Establishing a Framework for the Study of British Literature**   * How do culture, history, legal/political systems and language influence literature? How does literature influence language? * How does the study of [**INSERT CONCEPT**] relate to the world in which I live? * How have British authors and literature influenced other writers/literature throughout the ages? | Students must engage in a seminar or pre-planned discussion focusing on one or more essential questions or an adapted version of these questions (How does the study of **individuality** relate to the study British literature and to contemporary teenagers?) Based on the background research of British history and literary time periods, students should begin to connect the year-long study to a contemporary context. It is suggested that students return to this discussion and their evidentiary support throughout the year to provide more detailed support based on the literature read throughout the year. A final written reflection should be included in the year-end writing portfolio. |
| **Perception in Personal and Literary Contexts through Early and More Modern Nonfiction**   * What is the influence of early British nonfiction on later nonfiction? * How does research enhance our knowledge of social and political issues? * How does nonfiction reflect social and political issues? | Students must conduct research on a selected social issue, incorporating various elements of nonfiction and emulating a format from the types of nonfiction read during the unit. The assessment may take the form of an essay, an editorial, a letter, a speech, or a visual accompanied by a text. |
| **Satire**   * Why study satire? What are the benefits of this study? * How does technology influence the creation and delivery of modern satire? * How are satirical devices used to deliver the satirical message? | Have the students create a political cartoon, comic strip, or video, using a current situation, emphasizing satirical techniques. Once created, students should provide a written or oral explanation that identifies the underlying issue being satirized and demonstrates how these devices are used to convey the satiric message. |
| **Semester 2** | **Study of British Novels and Short Stories**   * How does the reader come to understand how the elements of narration help to develop the themes and ideas expressed in fictional stories? * How are the themes studied in this unit related to the historical, political, or cultural issues, such as colonialism, prevalent in the literature of a particular literary period? | Have the students consider the following statement: short stories have at various times been called “a slice of life,” “tales,” and “sketches.” Have the students select one of these descriptions and a short story not read in this unit, and dissect it addressing the following: theme, basic situation, complication, climax, and resolution. Furthermore, complete a timeline from the time the story began until it ended adding social and historical connections to the timeline that probably impacted the work. Then, have the students choose a medium and create a product that explains how the short story selected is a “slice of life,” “a tale,” or “a sketch.” |
| **Study of British Dramas and Poetry**   * How are British dramas and poetry relevant to modern readers? * What characteristics of British literature have helped a particular piece of literature endure? | Defend the qualities/characteristics that make the author/text endure and relevant to contemporary audiences. The task must include the opportunity to embed research and to select the medium by which students will share information with external audiences. While the task may provide opportunities to interact with other students or assume the role of authors, the task MUST elicit an artifact of learning, such as reflection, an accompanying essay, or interactive note taking. |