

<p>English 12 CP</p> <p>Oak Ridge High School</p> <p>Major Assignments: Students will write a full essay during term 1. In term 2, students will write a major research essay. If time allows in the semester, students may complete a PBL related to <i>Macbeth</i>, <i>Beowulf</i>, or <i>The Canterbury Tales</i>.</p> <p>Field Trips: None</p> <p>How Can Parents Access Instructional Materials: Canvas</p>	
<p>Unit Titles, Content, Projects</p>	<p>Duration/Standards</p>
<p>Unit One: “This tale is true, and mine” (“The Seafarer”) The Anglo-Saxon Period and Middle Ages plus writing basics review</p> <p>Hero Focus: The epic hero</p>	<p>Weeks 1-4</p>
<p>Anchor Texts: <i>Beowulf</i> <i>Canterbury Tales</i> (<i>The Prologue</i> and either “<i>The Pardoner’s Tale</i>,” “<i>The Wife of Bath’s Tale</i>,” or “<i>The Nun’s Priest Tale</i>”)</p> <p>Related Texts: (Choose 1 or 2) Anglo Saxon Ballads and Poems (Choose from list below.) <i>The Wanderer</i> <i>The Wife’s Lament</i> <i>The Sea-Farer</i></p> <p>Supplemental:</p>	<p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning</p>

Joseph Campbell theory of the Monomyth non-fiction- excerpts

Hero's Journey overview video:

<https://www.youtube.com/watch?v=Hhk4N9A0oCA>

Video on The History of English:

<https://www.youtube.com/watch?v=8fxy6ZaMOq8&t=24s>

During this unit, students will review how to integrate quotations into their writing and cite them correctly in MLA style.

Students will also review TIQA TIQA C structure for paragraphs.

Common Assessments:

1. Students will write one expository paragraph about *Beowulf* for a CFA.
2. For narrative writing, students will work in groups of 2-4. They will choose a destination for a pilgrimage, and each student will write a description, in rhyming couplets, of a pilgrim who would likely choose that pilgrimage destination. They should also include a title for a story that their character would tell.

Other possible projects/PBLs: Hero's journey project, The Reality of Monsters project

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content

	<p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences</p> <p>11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p> <p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Unit Two: “What a piece of work is man” (Shakespeare) The Renaissance, including <i>The Tragedy of Macbeth</i></p> <p>Hero Focus: The tragic hero</p>	<p>Weeks 5-9</p>

Anchor Texts:

The Tragedy of Macbeth

Supplemental Texts:

Aristotle's vision of a tragic hero (FIND AN ARTICLE)

Informational text articles about James I, etc. (*Macbeth* Background)

Non-Print Supplements:

Why Shakespeare Loved Iambic Pentameter by David T. Freeman and Gregory Taylor: <https://ed.ted.com/lessons/why-shakespeare-loved-iambic-pentameter-david-t-freeman-and-gregory-taylor>

Paintings related to *Macbeth*

Video clips from Patrick Stewart *Macbeth*, Judi Dench *Macbeth*, etc.

Shakespeare's Sonnets, as time allows

During this unit, students will continue to work on quotation integration and paragraph development. Students will review how to integrate secondary sources into a paragraph.

Common Assessments:

1. Students will write a paragraph during the *Macbeth* unit, integrating the primary source and citing quotations correctly.
2. Students will write an in-class essay about the play.

Students will complete the following PBL: Lady Macbeth/Macbeth psychological analysis.

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience

	<p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Optional Unit (If Time Allows) “No Society can be flourishing and happy of which the greater part of the members are poor and miserable.” The Restoration and 18th Century Hero focus: the enlightened hero/the rebel</p>	<p>Weeks 10-11</p>
<p>Anchor Texts: Choose among: <i>Journal of the Plague Year</i> (excerpt) <i>A Modest Proposal</i> (excerpt) <i>A Vindication of the Rights of Woman</i> Excerpt from <i>The Spectator</i> – diary entry</p>	<p>11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p>11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text</p> <p>11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p>
<p>Unit Three: “The Hero with a Thousand Faces” (Campbell) The British Short Story/Research Hero focus: all types</p>	<p>Weeks 12-14</p>

Texts:

Anchor Text:

-CHOOSE A TEXT OR GROUP OF TEXTS-

Poison

The Way Up to Heaven

The Veldt

The Demon Lover

Students choose a short story from the list below:

Dickens, Charles "The Signalman"

Greene, Graham "The Destructors"

Bowen, Elizabeth "The Demon Lover"

Wilde, Oscar "The Canterville Ghost"

Clarke, Arthur C. "The Sentinel"

Lawrence, D.H. "The Rockinghorse Winner"

Joyce, James "Araby"

Stevenson, Robert Louis "Markheim"

Achebe, Chinua "Dead Man's Path"

Acbebe, Chinua "Civil Peace"

Doyle, Arthur Conan "The Adventure of the Speckled Band"

*Use chapters out of How to Read Literature Like a Professor
(chapter on archetypes, etc.) for the secondary research element

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11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics

Common Assessments:

1. Students will create an annotated bibliography.
2. Students will write a research essay.

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

11-12.W.PDW.5 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.

11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation

11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively,

	<p>while avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p>
<p>Unit Four: “Beauty is truth, truth beauty” (Keats) The Romantic Period Hero focus: The Byronic hero</p>	<p>Weeks 15-17</p>
<p>Anchor Texts:</p> <p>Poetry: Select one-two works from a variety of poems by the following: Burns, Blake, Wordsworth, Coleridge, Byron, P. Shelley, and Keats</p> <p>Prose: (Choose 2)</p> <p>Excerpt from <i>Jane Eyre</i> Excerpt from <i>Wuthering Heights</i> Excerpt from <i>Frankenstein</i> Excerpt from <i>Pride and Prejudice</i></p> <p><i>AND/OR</i></p> <p>Choose a novel, such as <i>The Hound of the Baskervilles</i> and/or <i>The Curious Incident of the Dog in the Nighttime</i>.</p>	<p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <p>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p>

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