

Middlesex County Schools Curriculum Pacing Guide

Grade/Course English 12

School Year

2011-2012

Time Frame	Unit/SOLs	SOL #	Strand	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/Benchmark Tests)
4 Weeks	<p><u>Oral Language</u></p> <p>The student will make a 5 to 10 minute formal oral presentation.</p> <ul style="list-style-type: none"> a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information. b) Use a well-structured narrative or logical argument. c) Use details, illustrations, statistics, comparisons, and analogies to support purposes. d) Use visual aids or technology to support presentation. e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 	12.1	a-e	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • organize and develop a speech, using an order such as <ul style="list-style-type: none"> ◦ selection of a topic related to audience and situation ◦ determination of purpose ◦ research ◦ development of an outline, including introduction, body, and conclusion ◦ practice ◦ presentation • develop content through inclusion of <ul style="list-style-type: none"> ◦ a combination of facts and/or statistics ◦ examples ◦ illustrations ◦ anecdotes and narratives ◦ reference to experts ◦ quotations ◦ analogies and comparisons ◦ logical argumentation of their reasoning <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use effective delivery created through a combination of <ul style="list-style-type: none"> ◦ clear purpose 	Upon completion of the unit

	<p>The student will evaluate formal presentations.</p> <ul style="list-style-type: none"> a) Critique relationships among purpose, audience, and content of presentations. b) Critique effectiveness of presentations. 	12. 2	a-b	<ul style="list-style-type: none"> ◦ organization and development of content ◦ semantics ◦ rhetoric ◦ visual aids ◦ voice modulation and strength ◦ gestures, stance, and eye contact ◦ sufficient practice of delivery <ul style="list-style-type: none"> • use appropriate and effective visual aids and/or technology to support presentations <p>use grammatically correct language and appropriate vocabulary.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 <p>analyze and critique the relationships among purpose, audience, and content of a presentation.</p>	
8 Weeks	<p><u>Reading Analysis</u></p> <p>The student will read and analyze the development of British literature and literature of other cultures.</p> <ul style="list-style-type: none"> a) Recognize major literary forms and their elements. b) Recognize the characteristics of major chronological eras. c) Relate literary works and authors to major themes and issues of their eras. 	12. 3	a-c	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify literary forms, such as <ul style="list-style-type: none"> ◦ epic ◦ tragedy ◦ comedy ◦ sonnet and other poetic forms ◦ essay ◦ journal/diary ◦ satire • identify the literary characteristics of specific eras, such as <ul style="list-style-type: none"> ◦ Anglo-Saxon/Medieval period ◦ Tudor/Renaissance period ◦ Neoclassical period ◦ Restoration Age ◦ Romantic and Victorian periods ◦ Modern and Postmodern periods 	

	<p>The student will read and analyze a variety of informational materials, including electronic resources.</p> <ul style="list-style-type: none"> a) Identify formats common to new publications and information resources. b) Recognize and apply specialized informational vocabulary. c) Evaluate a product based on analysis of the accompanying warranty and instruction manual. d) Evaluate the quality of informational and technical materials. 	<p>12. 4</p>	<p>a-d</p>	<ul style="list-style-type: none"> • recognize major themes and issues related to <ul style="list-style-type: none"> ◦ religious diversity ◦ political struggles ◦ ethnic and cultural mores and traditions <p>individual rights, gender equity, and civil rights.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze printed and Web-based informational and technical texts, such as <ul style="list-style-type: none"> ◦ product evaluations ◦ warranties ◦ instructional manuals ◦ technical manuals ◦ contracts ◦ E-zines • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content • draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual <p>recognize and apply specialized vocabulary.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify sound structures, such as <ul style="list-style-type: none"> ◦ rhyme ◦ rhythm ◦ repetition ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia ◦ parallelism • explain how the choice of words in a poem creates tone 	
	<p>The student will read and critique a variety of poetry.</p> <ul style="list-style-type: none"> a) Explain how the choice of words in a poem creates tone and voice. b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood. c) Explain how imagery and figures of speech (personification, simile, 	<p>12. 5</p>	<p>a-d</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify sound structures, such as <ul style="list-style-type: none"> ◦ rhyme ◦ rhythm ◦ repetition ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia ◦ parallelism • explain how the choice of words in a poem creates tone 	

	<p>metaphor) appeal to the reader's senses and experience.</p> <p>d) Compare and contrast traditional and contemporary works of poets from many cultures.</p> <p>The student will read and critique dramatic selections from a variety of authors.</p> <p>a) Describe the conflict, plot, climax, and setting.</p> <p>b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.</p> <p>c) Identify the most effective elements of selected plays.</p> <p>d) Compare and contrast dramatic elements of plays from American, British, and other cultures.</p>	<p>12. 6</p>	<p>a-d</p>	<ul style="list-style-type: none"> • compare and contrast traditional and contemporary poetry from many cultures • explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice), such as <ul style="list-style-type: none"> ◦ metaphor ◦ simile ◦ analogy ◦ symbolism ◦ personification ◦ paradox ◦ oxymoron ◦ apostrophe <p>allusion.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • explain how dramatic conflict is created through <ul style="list-style-type: none"> ◦ exposition/initiating event ◦ rising action ◦ climax or crisis ◦ falling action ◦ resolution/denouement (conclusion/resolution) • explain how a dramatist uses dialogue to reveal the theme of a drama • compare and contrast the use of dialogue and staging found in a variety of plays • identify the most effective elements of selected plays <p>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.</p>	
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4 Weeks	<p><u>Writing</u></p> <p>The student will develop expository and informational writings.</p> <ol style="list-style-type: none"> a) Generate, gather, and organize ideas for writing. b) Consider audience and purpose when planning for writing. c) Write analytically about literary, informational, and visual materials. d) Elaborate ideas clearly and accurately. e) Revise writing for depth of information and technique of presentation. f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. g) Proofread final copy and prepare document for publication or submission. 	12. 7	a-g	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan 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 • generate expository writings that <ul style="list-style-type: none"> ◦ explain their ideas through a clear general statement of the writer’s point (thesis) ◦ use specific evidence and illustrations ◦ provide concise and accurate information • develop analytical essays that do one or more of the following: <ul style="list-style-type: none"> ◦ examine a process ◦ make a comparison ◦ propose solutions ◦ classify ◦ define ◦ show cause and effect ◦ illustrate problems ◦ evaluate • develop ideas in a logical sequence • elaborate on ideas for clarity and accuracy <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • revise writing to provide depth of information and to adhere to their presentation format • edit writings for correct use of language, spelling, punctuation, and capitalization <p>proofread writing before submitting the final copy.</p>	Upon completion of unit
2 Weeks	<p><u>Research</u></p> <p>The student will write documented research papers.</p> <ol style="list-style-type: none"> a) Identify and understand the ethical issues of research and documentation. b) Evaluate the accuracy and 	12. 8	a-g	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the ethical issues of documentation in research writings • collect and synthesize information, using a variety of print and electronic sources • evaluate collected information by <ul style="list-style-type: none"> ◦ determining its validity, accuracy, and 	

	<p>usefulness of information.</p> <p>c) Synthesize information to support the thesis.</p> <p>d) Present information in a logical manner.</p> <p>e) 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).</p> <p>f) Edit copies for correct use of language, spelling, punctuation, and capitalization.</p> <p>g) Proofread final copy and prepare document for publication or submission.</p>			<p>quality</p> <ul style="list-style-type: none"> ◦ formulating a reason/focus to represent findings • record and organize information into a draft by <ul style="list-style-type: none"> ◦ prioritizing information ◦ developing an outline with appropriate details ◦ summarizing and/or paraphrasing information ◦ selecting direct quotations • revise and edit writing to comply with major requirements and expectations of the assignment • cite sources of information, using MLA or APA style • edit writing for correct use of language, capitalization, punctuation, and spelling avoid committing plagiarism. 	