

## 12<sup>th</sup> Oral Presentations

12.1 / 12.2

### Time Frame:

These activities should be done in conjunction with other units of study, and should be on-going throughout the semester. (Examples are included throughout the pacing guide)

12.1 The student will make a 5 to 10 minute formal oral presentation.

- 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.

12.2 The student will evaluate formal presentations.

- a) Critique relationships among purpose, audience, and content of presentations.
- b) Critique effectiveness of presentations.

12<sup>th</sup> Reading Analysis  
British and World Literature

12.3

Time Frame:

On-going throughout the semester

The focus of this unit is to analyze literature and the culture that produced it. Students will use a variety of techniques (individual study, group discussion, small group projects, research, etc.) to read, interpret, and analyze British and world literature.

12.3 The student will read and analyze the development of British literature and literature of other cultures.

- 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.

TOPIC	EXPLANATION	APPLICATION
Read a variety of British literature.	<ul style="list-style-type: none"><li>▪ Read and analyze short stories for comprehension.</li><li>▪ Identify the author's tone and purpose of writing.</li><li>▪ Demonstrate an understanding of language and vocabulary through reading.</li></ul>	<ul style="list-style-type: none"><li>○ Answer comprehension questions based on individual short stories.</li><li>○ Compare and contrast short stories through the use of graphic organizers and/or writing.</li><li>○ Explain the purpose/tone/opinion in a particular work based on author's word choice/use of language.</li><li>○ Work in large group, small group, and individual settings to practice reading comprehension.</li><li>○ Use word attack skills, context clues, and prior knowledge to determine word meanings.</li></ul>
Identify elements of the literature and how it pertains to a particular culture	<ul style="list-style-type: none"><li>▪ Identify themes specific to time and culture</li><li>▪ Identify archetypes and how the author uses them.</li><li>▪ Demonstrate an understanding of time and culture through analyzing short stories and other fiction writing.</li></ul>	<ul style="list-style-type: none"><li>○ Identify the various literary elements in a story.</li><li>○ Explain the relationship between literary elements through graphic organizers, writing, oral discussions.</li><li>○ Work in small groups to read and analyze a variety of short stories / novel.</li><li>○ Identify characters' major behaviors and motivations and explain what it reveals about character.</li><li>○ Identify and explain the theme of a particular work and how the story demonstrates the theme to be true.</li><li>○ Compare and contrast similar elements from different cultures.</li></ul>

12<sup>th</sup> Reading Analysis  
Non-Fiction

12.4

Time Frame:

1-2 weeks—this does not have to be consecutive.

There are several types of non-fiction the students should read and analyze throughout the semester. These can often be used in conjunction with other units of study. For example: an article on life on Anglo Saxon culture during the study of Beowulf, or analyzing an informational webpage as an introduction to research, or reading biographies of authors.

12.4 The student will read and analyze a variety of informational materials, including electronic resources.

- 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.

TOPIC	EXPLANATION	APPLICATION
Read and analyze a variety of non-fiction	<ul style="list-style-type: none"><li>▪ Identify the characteristics of a variety of non-fiction.<ul style="list-style-type: none"><li>● Biographies</li><li>● Autobiographies</li><li>● Essays</li><li>● Articles (newspaper/magazine)</li><li>● Informational texts (brochures, instructions, time-tables, consumer materials, etc.)</li></ul></li><li>▪ Analyze non-fiction (including informational materials) for tone, purpose, opinion.</li></ul>	<ul style="list-style-type: none"><li>○ Answer comprehension questions based on the particular item of non-fiction.</li><li>○ Demonstrate an understanding of the piece of non-fiction through the use of graphic organizers.</li><li>○ Explain the purpose/tone/opinion in a particular work based on author's word choice/use of language.</li><li>○ Apply knowledge learned in informational texts.</li></ul>

## 12<sup>th</sup> Reading Analysis

### Poetry

12.5

#### Time Frame:

1-2 weeks.

Poetry can be done in conjunction with several other units of study (short stories, novels, drama). Epic and narrative poetry (*Beowulf*, *Gilgamesh*, *The Canterbury Tales*) should be included.

12.5 The student will read and critique a variety of poetry.

- 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, metaphor) appeal to the reader's senses and experience.
- d) Compare and contrast traditional and contemporary works of poets from many cultures.

TOPIC	EXPLANATION	APPLICATION
Analyze a variety of poetry and identify its use/placement within a historical context.	<p>Students will read a variety of poetry from established authors.</p> <p>Students will identify the various poetic forms and their use within different historical eras.</p> <p>Use appropriate vocabulary to discuss/analyze poetry:</p> <ul style="list-style-type: none"> <li>▪ Alliteration</li> <li>▪ Assonance</li> <li>▪ Couplet</li> <li>▪ Diction</li> <li>▪ Elegy</li> <li>▪ Elevated language/style</li> <li>▪ Epic</li> <li>▪ Figurative language</li> <li>▪ Free verse</li> <li>▪ Haiku</li> <li>▪ Imagery</li> <li>▪ Lyric poetry</li> <li>▪ Metrical patterns</li> <li>▪ Octet</li> <li>▪ Ode</li> <li>▪ Onomatopoeia</li> <li>▪ Plain language</li> <li>▪ Rhyme</li> <li>▪ sestet</li> <li>▪ Sonnet</li> <li>▪ Sound devices</li> <li>▪ Stanza</li> </ul>	<ul style="list-style-type: none"> <li>○ Read poetry from the major historical eras.</li> <li>○ Answer multiple choice/ short answer questions to demonstrate understanding</li> <li>○ Create graphic organizers to analyze poetry.</li> <li>○ Compare and contrast poetry from different historical eras.</li> <li>○ Explain how a poem represents beliefs/events of a historical time period.</li> <li>○ Write a variety of different poems</li> </ul>

## 12<sup>th</sup> Reading and Literature

### Drama

#### 12.6

#### Time Frame:

1-2 weeks.

The focus in this section should be on the various literary elements associated with dramatic works. The unit can include the Shakespeare play (Macbeth or Othello) as well as one-act plays or individual monologues/soliloquies.

12.6 The student will read and critique dramatic selections from a variety of authors.

- a) Describe the conflict, plot, climax, and setting.
- b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
- c) Identify the most effective elements of selected plays.
- d) Compare and contrast dramatic elements of plays from American, British, and other cultures.

TOPIC	EXPLANATION	APPLICATION
Read, analyze, critique dramatic works.	<ul style="list-style-type: none"> <li>▪ Read and analyze dramatic works for comprehension.</li> <li>▪ Use appropriate vocabulary to discuss dramatic works.</li> <li>▪ Demonstrate an understanding of characterization through dialogue (particularly: aside, monologue, soliloquy)</li> <li>▪ Identify character behaviors, motivations and consequences.</li> <li>▪ Identify the theme and how the characters/events demonstrate the theme to be true.</li> <li>▪ Explain author's use of language and how it influences tone, mood, character development, and theme.</li> <li>▪ Explain the relationship between the various elements of the story.</li> <li>▪ Explain the use of stage directions and how/why they are used throughout the play.</li> <li>▪ Analyze monologues and soliloquies and what they reveal about character.</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer comprehension questions based on the dramatic work.</li> <li>○ Use graphic organizers to analyze the elements of a dramatic work.</li> <li>○ Participate in small or large group performances of dramatic works.</li> <li>○ Participate in small and large group discussions.</li> <li>○ Compare and contrast different types of performances (reading, visual, film, etc.)</li> </ul>

## 12<sup>th</sup> Grade Writing

12.7 / 12.8

### Time Frame:

On-going

Writing instruction will vary on a class by class basis—some 12<sup>th</sup> grade English classes may include students who need remediation in order to pass the 11<sup>th</sup> grade Writing SOL. A class that contains these students will obviously need more intensive writing instruction. On the other hand, a class that contains college-bound students will require a more arduous sort of writing instruction.

Teachers should use their discretion when creating a writing curriculum for their 12<sup>th</sup> grade English classes—a class containing non-college bound students should not necessarily write weekly essays or be engaged in rigorous grammar practice.

For ideas / guidelines on the writing process please see the 10<sup>th</sup> and 11<sup>th</sup> grade pacing guides.

The length of the assigned research paper will vary based on a class's general skill level. Research papers may range from 4 pages (ex: students who struggle with writing) to 10 pages (ex: college bound students)

Whenever possible, writing should focus on real-world purpose—college entrance essays, job applications, letters, etc.

12.7 The student will develop expository and informational writings.

- 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.

12.8 The student will write documented research papers.

- a) Identify and understand the ethical issues of research and documentation.
- b) Evaluate the accuracy and usefulness of information.
- c) Synthesize information to support the thesis.
- d) Present information in a logical manner.
- 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).
- f) Edit copies for correct use of language, spelling, punctuation, and capitalization.
- g) Proofread final copy and prepare document for publication or submission.