

## Accelerated English 12 Curriculum Map

	Literature/ Unit	Literary Terms/Skills	Standard and Grade Level Expectations	Assessments	Academic Expectations
September	Summer Reading: <i>A Midsummer Night's Dream</i> <i>Cry, the Beloved Country</i> <i>Things Fall Apart</i> <i>Lysistrata</i>	Plot development Societal pressures Historical fiction Comedy Play conventions Puns Parody Tragic hero Characterization Satire  Grammar: Basic capitalization and punctuation review along with a review of citation rules Parts of speech review	<b>2</b> Analyze differences in responses in focused group discussions <b>5</b> Analyze how English language has developed <b>8</b> Identify and analyze imagery, symbolism, tone, and mood <b>9</b> Relate work to its primary documents <b>11</b> Locate and analyze elements of fiction <b>17</b> recognize dramatic conventions; identify and analyze dramatic conventions and types of dramatic literature <b>18</b> Perform plays after analyzing the creative roles <b>21</b> demonstrate competence in revising for transitioning, word choice, sentence structure, details, focus, style, grammar, and mechanics <b>22, 25</b> Edit, revise, and assess writing according to rubric	<b>Formative:</b> In small groups students will discuss the plot conventions and determine the character's motivation for actions. Students will identify ironic and satirical elements in the works of fiction.  <b>Summative:</b> In a well constructed essay students will compare characters from <i>Cry, the Beloved Country</i> and <i>Things Fall Apart</i> as being tragic heroes according to the criteria established during class discussion. Using <i>Lysistrata</i> and <i>A Midsummer Night's Dream</i> students will discuss the use of comedic and parody conventions.	1, 3, 5, 6, 8

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October	<p><i>Medea</i>  <i>The Odyssey</i>  <i>Oedipus Rex</i>  <i>Antigone</i></p>	<p>Epic            Tragedy            Fate            Foreshadowing            Theme            Irony            Paradox            Motivation            Symbolism            Allusion</p> <p>Grammar:            Use of sentence variety, subordination</p>	<p><b>2</b> Analyze differences in responses in focused group discussions</p> <p><b>8</b> Identify and analyze imagery, symbolism, tone, and mood</p> <p><b>9</b> Relate work to its primary documents</p> <p><b>11</b> Identify and analyze themes</p> <p><b>12</b> Identify and analyze foreshadowing and irony</p> <p><b>14</b> respond to and analyze the effects of sound, figurative language, graphics and dramatic structure.</p> <p><b>15</b> Analyze and compare style and language in cross-curricular works</p> <p><b>16</b> Compare and contrast literature for influence on later literature and film</p> <p><b>17</b> Identify and analyze dramatic conventions and types of dramatic literature</p> <p><b>18</b> Perform plays after analyzing the creative roles</p> <p><b>20</b> Use a variety of forms and genres when writing for different audiences and purposes</p> <p><b>23</b> use organizational strategies in critical essays by using a thesis, evidence, and a conclusion</p>	<p><b>Formative:</b>            Students will be able to identify the conventions of an epic. Students will be able to successfully complete reading comprehension quizzes. Students will be able to identify the themes represented in the different works and support the choices with quotations from the book. In a class discussion students will determine whether Medea or Antigone had better motives behind their fatal actions.</p> <p><b>Summative:</b>            Students will successfully complete and objective test on <i>The Odyssey</i>. In a well constructed essay students will identify Oedipus' flaw and substantiate their opinions with evidence from the book.</p>	1, 3, 5, 6

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November	Miracle /folk plays <i>Dante's Inferno</i> (excerpt) <i>Robinson Crusoe</i>	Morality play Allusion Fable  Grammar: word choice, fragments, subject verb agreement	<b>2</b> Analyze differences in responses in focused group discussions <b>8</b> Identify and analyze imagery, symbolism, tone, and mood <b>9</b> Relate work to its primary documents <b>11</b> Identify and analyze themes <b>15</b> Analyze and compare style and language across cross-curricular works <b>16</b> Compare and contrast literature for influence on later literature and film <b>20</b> Use a variety of forms and genres when writing for different audiences and purposes	<b>Formative:</b> Students will read aloud using proper vocal intonation and emphasis. Students will successfully complete reading quizzes on comprehension.  <b>Summative:</b> Students will keep a parallel journal of <i>Robinson Crusoe</i> and their ideas behind his motivations for writing.	1, 3, 5, 6

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December	<i>Don Quixote</i> (excerpt) <i>Candide</i> (excerpt) <i>Canterbury Tales</i> <i>The Decameron</i>	Parody Satire Narrative poem Allegory Figurative language Pastoral fiction  Grammar: Pronouns and antecedents Use of parallel structures	<b>2</b> Analyze differences in responses in focused group discussions <b>5</b> Analyze how English language has developed <b>6, 7</b> Analyze how dialect can produce positive or negative stereotypes among social groups <b>8</b> Identify and analyze imagery, symbolism, tone, and mood <b>11</b> Identify and analyze themes <b>12</b> Identify and analyze foreshadowing and irony <b>13</b> Identify and analyze purpose and point of view in nonfiction <b>15</b> Analyze and compare style and language across cross-curricular works <b>16</b> Compare and contrast literature for influence on later literature and film <b>17</b> Identify and analyze dramatic conventions and types of dramatic literature <b>18</b> Perform plays after analyzing the creative roles <b>20</b> Use a variety of forms and genres when writing for different audiences and purposes <b>22, 25</b> Edit, revise, and assess writing according to rubric	<b>Formative:</b> Students will take quizzes on the excerpts and successfully complete them. Students will identify differences between Modern English and Old English. Students will be shown modern interpretations of Chaucer's stories. Students will identify the similarities between Chaucer and Boccaccio.  <b>Summative:</b> In small groups, students will create a parody of a Boccaccio or Chaucer work. Students will present visually their interpretation for assessment by the class and instructor.	1, 3, 5, 6

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January	<i>A Tale of Two Cities</i>	Symbolism Irony Paradox  Grammar: Using proper letter format Identifying run-on sentences Citing references	<b>2</b> Analyze differences in responses in focused group discussions <b>8</b> Identify and analyze imagery, symbolism, tone, and mood <b>9</b> Relate work to its primary documents <b>11</b> Identify and analyze themes <b>12</b> Identify and analyze foreshadowing and irony <b>13</b> Identify and analyze purpose and point of view in nonfiction <b>15</b> Analyze and compare style and language across cross-curricular works <b>20</b> Use a variety of forms and genres when writing for different audiences and purposes	<b>Formative:</b> Students will identify uses of symbolism, simile, metaphor, irony, and personification. Students will create a letter written by the head of the Revolution identifying those who will be punished and the reasons behind his choices. Students will identify unknown vocabulary and create a word list. Students will read and comprehend the use of repetition for emphasis. Students will research the French Revolution and identify similarities in actual history to the novel. Students will discuss the major themes portrayed in the novel and provide support from the text for their opinions.  <b>Summative:</b> Students will complete an objective test focusing on the major actions and characters and literary terms identified in the novel. An essay will analyze the final speech made by Sydney Carton before his execution.	1, 3, 5, 6

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February	Continuation of January. <i>1984</i> <i>Brave New World</i>	Satire Irony Symbolism Fate Free will Iambic pentameter Rhyme scheme Mood Personification  Grammar: Use of clauses and verbals	<b>2</b> Analyze differences in responses in focused group discussions <b>6, 7</b> Analyze how dialect can produce positive or negative stereotypes among social groups <b>8</b> Identify and analyze imagery, symbolism, tone, and mood <b>9</b> Relate work to its primary documents <b>11</b> Identify and analyze themes <b>12</b> Identify and analyze foreshadowing and irony <b>13</b> Identify and analyze purpose and point of view in nonfiction <b>15</b> Analyze and compare style and language across cross-curricular works <b>22, 25</b> Edit, revise, and assess writing according to rubric <b>21, 23</b> Improve organization and development <b>24</b> Use a specific source	<b>Formative:</b> Students will complete several reading comprehension quizzes with satisfactory success. Students will discuss dystopic societies and why they have the potential to be successful.  <b>Summative:</b> Students will choose an ad and using several selected quotes from <i>1984</i> determine the biases represented in the ad. They will reconstruct an ad that eliminates all biases they found and in a well constructed essay demonstrate to the instructor that they have a good comprehension of the subliminal influences advertising can have.	1, 3, 5, 6

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March	See above <i>Hamlet</i> Poetry/sonnets	Tragedy Pun, monologue Irony, sonnet Tragic hero Aside, simile repetition Soliloquy, metaphor, alliteration, assonance  Grammar: Outlining Endnotes Work cited Documenting your source	<b>2</b> engage productively in discussion. <b>7</b> describe and analyze how the English language has developed and been influenced. <b>8</b> analyze patterns and interpret themes using supporting evidence from the text. <b>9</b> Relate a work to historical time period <b>11</b> analyze and compare texts with similar themes. <b>12</b> locate and analyze elements of fiction. <b>14</b> respond to and analyze the effects of sound, figurative language, graphics and dramatic structure. <b>16</b> Apply knowledge of traditional myths and classical literature to the text <b>17</b> recognize dramatic conventions. <b>18</b> present effective dramatic readings. <b>19</b> Produce a multiple paragraph work <b>20</b> Use a variety of forms and genres when writing for different audiences and purposes <b>22-25</b> Edit, revise, and assess writing according to rubric	<b>Formative:</b> Students will work with several sonnets to identify the topic, summarize Shakespeare's meanings, and examine his language. Students will take an objective quiz on sonnets and score 80% or better. Students will analyze a sonnet and write a summary of its plot including a discussion of its topic and identifying its relevance to modern society. Students will perform selected scenes from <i>Hamlet</i> and discuss the characters' motivation for their actions. Students will rewrite a scene of their choice in modern language with modern settings and perform the scene without the aid of cue cards before an audience of their peers to be evaluated. Students will watch a modern interpretation of Hamlet and compare it to the original.  <b>Summative:</b> Students will write a research paper evaluating Hamlet as a tragic hero using Aristotle's criteria. The students' papers will include quotations from the play as well as several outside resources and be cited using MLA format.	1, 3, 5, 6



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<b>May</b>	<i>Lord of the Flies</i>	Symbolism Imagery Point of view  Grammar: Review of previous grammar exercises	<p><b>2</b> participate and engage productively in posing and answering questions in small and large group settings.</p> <p><b>5</b> analyze patterns and interpret themes giving supporting evidence from a text.</p> <p><b>8</b> Apply knowledge of the concept of theme</p> <p><b>10</b> compare and contrast the presentation of theme across genres</p> <p><b>11</b> Locate and analyze elements of fiction</p> <p><b>12</b> locate and analyze elements of fiction such as theme across genres</p> <p><b>15</b> Analyze how author’s word choice affects the reader</p> <p><b>19</b> produce a multi-paragraph essay with a clear focus and supporting details</p> <p><b>20</b> Use a variety of forms and genres when writing for different audiences and purposes</p>	<p><b>Formative:</b> Students will analyze the symbolic images represented in the story. Students will hold small group discussions to examine the hierarchy that forms in the novel. Students will answer: Will humanity always revert to its basest element? They will refer to the novel and may use other novels read earlier in the year to illustrate their opinions. These will be peer edited, self evaluated, and teacher evaluated.</p> <p><b>Summative:</b> Students will create survival guides based on the novel which clearly show an understanding of the issues the boys encounter on the island. Students will analyze the use of microcosms to identify stereotypes of society and hold a class debate on the issue.</p>	1, 3, 5, 6
<b>June</b>	Final Exams and Review			<p><b>Formative:</b></p> <p><b>Summative:</b></p>	1, 3, 5, 6