**SUBJECT: ENG 101/102 GRADE: 12th TIMELINE: August 5- October 7**

**Essential Questions for this Unit**

1. What makes a hero?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Unit Standards:RL.12.2, RL.12.3, RL.12.5, RL12.7, RL12.10, RI.12.1, W12.1, W.12.2, W.12.5, W.12.6, W.12.9L.12.4,  | “A World of Heroes” | Unit Objectives:I will be able to write an argument that draws evidence from the text and original research to support a claim.I will be able to read a variety of texts to gain knowledge and insight needed to write about heroism.I will collaborate with my team to build on the ideas of others, develop consensus, and communicate. | Objective summary of text | My Perspectives TextbookReading for UnderstandingReading Apprenticeship ResourcesComputersMLA style manualOnline resources |  |
|  | “from *Beowulf”* |  | Comprehension checkSelection test | Same as above | EpicEpic heroArchetypal patternsStructureLairStalkedGorgeGruesomeWrithingLoathsomeAllusionAnglo-Saxon Suffix: - someAppositionDiazeugma |
|  | “from *Beowulf, Graphic Novel”* |  | Comprehension CheckSelection Test | Same as above | PalettePanelCompositionAnglePerspectiveLighting/ color |
| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
|  | “To Lucasta, on Going to the Wars”The Charge of the Light Brigade”“The Song of the Mud”“Dulce et Decorum Est” |  | Compare & Contrast EssaySelection Test | Same as above | DictionToneThemeironyEmbraceAdoreHonorLatin Prefix: ad-ImpertinentPutridVile |

**SUBJECT: ENG 101/102 GRADE: 12th TIMELINE: October 11- December 16**

**Essential Questions for this Unit**

1. How do our attitudes toward the past and future shape our actions?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Unit Standards:RL.12.1, RL.12.3, RL.12.5, RL.12.10L.12.1, L.12.2, L.12.3, L.12.4, L.12.5, L.12.6W.12.1, W.12.2, W.12.5, W.12.6, W.12.9 | “Better Never to Have Met at All” | Unit Objectives: I will collaborate with my team to build on the ideas of others, develop consensus, and communicate.I will read and analyze a variety of texts to gain the knowledge and insight needed to write about attitudes toward time.I will conduct research projects of various lengths to explore a topic and clarify meaning. | Objective summary of text | My Perspectives TextbookReading for UnderstandingReading Apprenticeship ResourcesComputersMLA style manualOnline resources |  |
|  | *Macbeth* |  | Comprehension checksTest for each act | Same as above | StructureTragedyInternal conflictSoliloquyRevoltCaptivityAssaultFloutRebelliousTreasonsLatin Root: -bell-Iambic footTrochaic footAnapestic footIambic pentameterBlank verseProseComic reliefAllegianceStealthyEquivocateSacrilegiousCounterfeitBreachCrisisTurning pointClimaxCatastropheFoullyRancorsIncensedMaliceEnragesMalevolenceLatin Prefix: mal-ImageryArchetypePerniciousLaudableAvariciousIntegrityScanctityTreacherousAntonymsTragic characterTragic flawDramatic ironyPerturbationAgitationPurgeAntidotePristineUsurperLatin Root: -turb- |
|  | Shakespeare:*Sonnet 12**Sonnet 60**Sonnet 73**Sonnet 32 (Mary Wroth)**Sonnet 75 (Edmund Spenser)* |  | Comprehension checkSelection testComparison/ Contrast Essay | Same as above | SonnetShakespearean sonnetSpenserian sonnetToilAssayDeviseMetaphorSimilePersonification |

**SUBJECT: ENG 101/102 GRADE: 12th TIMELINE: January 5- March 10**

**Essential Questions for this Unit**

1. How do we define ourselves?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Unit Standards:RL.12.1, RL.12.3, RL.12.5, RL.12.7, RL.12.10RI.12.1, RI.12.9W.12.1, W.12.2, W.12.5, W.12.6, W.12.9L.12.1, L.12.2, L.12.3, L.12.4, L.12.5, L.12.6 | “Early Dismissal” | Unit Objectives:I will be able to evaluate personal narratives by analyzing how authors introduce and develop central ideas I will collaborate with my team to build on the ideas of others, develop consensus, and communicate. or themes.I will write a personal narrative in which I effectively develop experiences or events using well-chosen details and well-structured sequences. | Objective summary of text | My Perspectives TextbookReading for UnderstandingReading Apprenticeship ResourcesComputersMLA style manualOnline resources |  |
|  | “Lines Composed a Few Miles Above Tintern Abbey” |  | Objective summary of textComprehension checkSelection test | Same as above | RomanticismRomantic PhilosophyEmphasis on the SelfEmphasis on FreedomRomantic AestheticOrdinary DictionSensory LanguageTranquilSublimeSereneHarmonyBlissDesireDenotation & nuanceBlank verseEnjambment |
|  | “Ode to a Nightingale”“Ode to the West Wind” |  | Comprehension checkSelection test | Same as above | OdeHemlockRequiemCorpseDecayingDirgeSepulcherLatin Root: -corp-SymbolTheme |

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | *Frankenstein* |  | Comprehension checkSelection test | Same as above | Gothic literatureNovelElliptical sentenceHideousOdiousDespairDreadConsternationMaliciousLatin Root: -mal- |
|  | “from *Mrs. Dalloway”* |  | Comprehension checkSelection test | Same as above | Modernist structuresModernismStream-of-consciousnessNarrationNonlinear narrativesSolemnityLeadenDejectedAnglo-Saxon Suffix- en |
|  | “The Madeleine” |  | Comprehension checkSelection test | Same as above | InnocuousIllusoryImpalpableLatin Prefix: in-Anaphora |

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “The Most Forgetful Man in the World” |  | Comprehension testSelection test Personal narrative | Same as above | AmnesiaCognitive PathologicalGreek Prefix: a-SimileMetaphor |

**SUBJECT: ENG 101/102 GRADE: 12th TIMELINE: March 21- May 19**

**Essential Questions for this Unit**

1.What does it mean to call a place home?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Unit Standards:RI.12.1, RI.12.3, RI.12.5, RI.12.10L.12.1, L.12.3, L.12.5W.12.2, W.12.4, W.12.5, W.12.7, W.12.8, W.12.9, W.12.10 | “Home Away from Home” | Unit Objectives:I will evaluate written informative texts by analyzing how authors introduce and develop central ideas.I will write an informative essay I which I effectively convey complex ideas, concepts, and information,I will conduct research projects of various lengths to explore a topic and clarify meaning. | Objective summary of text | My Perspectives TextbookReading for UnderstandingReading Apprenticeship ResourcesComputersMLA style manualOnline resources | Metacognition |
|  | “Back to My Own Country: An Essay” |  | Comprehension checkSelection test | Same as above | EssayPoint of viewAssimilateEntitlementUpbringingMyriadIndigenousHybridEtymologyRhetorical question |
|  | “Shooting an Elephant” |  | Comprehension checkSelection test | Same as above | VoiceToneDictionIronyVerbal ironySituational ironyImperialismSupplantDespoticConventionalizedResolutePretextFormal languageInformal language |

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “from *A History of the English Church and People”* |  | Comprehension checkSelection test | Same as above | HierarchyBreadthAboundingInnumerableAnglo-Saxon suffix: -th |
|  | “from *History of Jamaica”* |  | Comprehension checkSelection test | Same as above |  |
|  | Independent & Small Group choices |  | Informative essay | “St Crispin’s Day Speech”“Home Thoughts from Abroad”“from *The Buried Giant”**“*My Old Home”“from *Writing as an Act of Hope”* |  |