**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.12.9  L.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 Textbook  Reading for Understanding  Reading Apprenticeship Resources  Computers  MLA style manual  Online resources | |  | |
|  | | “from *Beowulf”* | |  | | Comprehension check  Selection test | | Same as above | | Epic  Epic hero  Archetypal patterns  Structure  Lair  Stalked  Gorge  Gruesome  Writhing  Loathsome  Allusion  Anglo-Saxon Suffix: - some  Apposition  Diazeugma | |
|  | | “from *Beowulf, Graphic Novel”* | |  | | Comprehension Check  Selection Test | | Same as above | | Palette  Panel  Composition  Angle  Perspective  Lighting/ 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 Essay  Selection Test | | Same as above | | Diction  Tone  Theme  irony  Embrace  Adore  Honor  Latin Prefix: ad-  Impertinent  Putrid  Vile | |

**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.12.10  L.12.1, L.12.2, L.12.3, L.12.4, L.12.5, L.12.6  W.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 Textbook  Reading for Understanding  Reading Apprenticeship Resources  Computers  MLA style manual  Online resources |  |
|  | *Macbeth* |  | Comprehension checks  Test for each act | Same as above | Structure  Tragedy  Internal conflict  Soliloquy  Revolt  Captivity  Assault  Flout  Rebellious  Treasons  Latin Root: -bell-  Iambic foot  Trochaic foot  Anapestic foot  Iambic pentameter  Blank verse  Prose  Comic relief  Allegiance  Stealthy  Equivocate  Sacrilegious  Counterfeit  Breach  Crisis  Turning point  Climax  Catastrophe  Foully  Rancors  Incensed  Malice  Enrages  Malevolence  Latin Prefix: mal-  Imagery  Archetype  Pernicious  Laudable  Avaricious  Integrity  Scanctity  Treacherous  Antonyms  Tragic character  Tragic flaw  Dramatic irony  Perturbation  Agitation  Purge  Antidote  Pristine  Usurper  Latin Root: -turb- |
|  | Shakespeare:  *Sonnet 12*  *Sonnet 60*  *Sonnet 73*  *Sonnet 32 (Mary Wroth)*  *Sonnet 75 (Edmund Spenser)* |  | Comprehension check  Selection test  Comparison/ Contrast Essay | Same as above | Sonnet  Shakespearean sonnet  Spenserian sonnet  Toil  Assay  Devise  Metaphor  Simile  Personification |

**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.12.10  RI.12.1, RI.12.9  W.12.1, W.12.2, W.12.5, W.12.6, W.12.9  L.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 Textbook  Reading for Understanding  Reading Apprenticeship Resources  Computers  MLA style manual  Online resources |  |
|  | “Lines Composed a Few Miles Above Tintern Abbey” |  | Objective summary of text  Comprehension check  Selection test | Same as above | Romanticism  Romantic Philosophy  Emphasis on the Self  Emphasis on Freedom  Romantic Aesthetic  Ordinary Diction  Sensory Language  Tranquil  Sublime  Serene  Harmony  Bliss  Desire  Denotation & nuance  Blank verse  Enjambment |
|  | “Ode to a Nightingale”  “Ode to the West Wind” |  | Comprehension check  Selection test | Same as above | Ode  Hemlock  Requiem  Corpse  Decaying  Dirge  Sepulcher  Latin Root: -corp-  Symbol  Theme |

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | *Frankenstein* |  | Comprehension check  Selection test | Same as above | Gothic literature  Novel  Elliptical sentence  Hideous  Odious  Despair  Dread  Consternation  Malicious  Latin Root: -mal- |
|  | “from *Mrs. Dalloway”* |  | Comprehension check  Selection test | Same as above | Modernist structures  Modernism  Stream-of-consciousness  Narration  Nonlinear narratives  Solemnity  Leaden  Dejected  Anglo-Saxon Suffix- en |
|  | “The Madeleine” |  | Comprehension check  Selection test | Same as above | Innocuous  Illusory  Impalpable  Latin Prefix: in-  Anaphora |

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “The Most Forgetful Man in the World” |  | Comprehension test  Selection test  Personal narrative | Same as above | Amnesia  Cognitive  Pathological  Greek Prefix: a-  Simile  Metaphor |

**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.12.10  L.12.1, L.12.3, L.12.5  W.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 Textbook  Reading for Understanding  Reading Apprenticeship Resources  Computers  MLA style manual  Online resources | Metacognition |
|  | “Back to My Own Country: An Essay” |  | Comprehension check  Selection test | Same as above | Essay  Point of view  Assimilate  Entitlement  Upbringing  Myriad  Indigenous  Hybrid  Etymology  Rhetorical question |
|  | “Shooting an Elephant” |  | Comprehension check  Selection test | Same as above | Voice  Tone  Diction  Irony  Verbal irony  Situational irony  Imperialism  Supplant  Despotic  Conventionalized  Resolute  Pretext  Formal language  Informal language |

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “from *A History of the English Church and People”* |  | Comprehension check  Selection test | Same as above | Hierarchy  Breadth  Abounding  Innumerable  Anglo-Saxon suffix: -th |
|  | “from *History of Jamaica”* |  | Comprehension check  Selection 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”* |  |