

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised June 2, 2014

Grade Level: 12th	Subject: English	Time: Year Long	Core Text: Glencoe Literature Course 5
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Time	Topic	Content (Nouns)	Skills (Verbs)	Standards	Assessments
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Qtr 1	<ul style="list-style-type: none"> ● Vocabulary ● Grammar ● Sentence structure 	<ul style="list-style-type: none"> ● Synonyms ● Antonyms ● Analogies from context ● Etymologies ● Root Histories ● Phonology, phonetics, morphology, semantics, syntax, and pragmatics. ● Rules and function of grammar in good writing 	<ul style="list-style-type: none"> ● Take notes ● Analyze words ● Define words ● Create a sentence for each word ● Create a paragraph using the words for the week ● Drill and Practice ● Application of skills into writing 	RL.11-12.4 RI.11-12.4 W.11-12.1.c W.11-12.2.d W.11-12.3.d W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	Rubric Quiz Writing
Qtr 2	<ul style="list-style-type: none"> ● Writing: <ul style="list-style-type: none"> ○ Explanatory ○ Narrative ○ Research ○ Argumentative 	Portfolio Technology Drafting Notes Outline	<ul style="list-style-type: none"> ● Organize information ● Persuade ● Produce Final Copy ● Publish writing ● Research and analyze sources to 	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.5 RI.11-12.1	Rubric Essays Research Papers Presentation Publications

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		Bibliography / Works Cited Thesis statements MLA Format Introduction Conclusion Topic Sentences Transitions Revision Editing Reading selections Persuasive Essay Argumentative Essay Descriptive Writing Definition Essay Process Essay Journaling Presentation Research Paper Compare / Contrast Essay Word Choice Voice Style Tone	evaluate evidence <ul style="list-style-type: none"> ● Take notes on information gathered ● Construct points into an outline to support argument ● Review and revise drafts to analyze and correct mistakes ● Read research paper to edit, including detailed parenthetical citations and proper works cited ● Publish and share writing products ● Present information in a dynamic and creative way making use of technology ● Read and analyze two selections on the same topic ● Take notes while reading ● Identify similarities/differences ● Cite strong and thorough evidence to support topic ● Write arguments to support claims using valid reasoning and research ● Convey complex ideas through analytical writing 	RI.11-12.2 RI.11-12.3 RI.11-12.6 RI.11-12.7 W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.6	
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		Ideas and Content Organization	<ul style="list-style-type: none"> Develop writing using well-chosen details and well-structured sentences. 		
	Speech/Debate	<ul style="list-style-type: none"> Impromptu speech Student presentation Informative Speech Persuasive speech Debate Rebuttal Visuals that include technology 	<ul style="list-style-type: none"> Practice impromptu speech Discuss oral presentation skills Create a Visual Presentation Practice Visual presentation Present to class Participate in evaluating classmates Analyze sources to produce a presentation Generate speech drafts Edit speech drafts Perform speech/debate Recognize bias 	RI.11-12.1 RI.11-12.5 RI.11-12.6 RI.11-12.7 W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.3	
Qtr 3	Short Fiction	<ul style="list-style-type: none"> Literature Plot 	<ul style="list-style-type: none"> Analyze a short story Write a 3-4 page Short Story 	RL.11-12.1 RL.11-12.2	Rubric <ul style="list-style-type: none"> Short Story

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		<ul style="list-style-type: none"> ● Character ● Point of view ● Irony ● Symbolism ● Text to Text, Self, World 	<ul style="list-style-type: none"> ● Annotate by reading with a pen in hand: ● Write key ideas/main points in the margins: ● Read with a dictionary in hand: ● Formulate relevant questions ● Apply the standards of critical thinking to the text ● Prereading ● Apply knowledge to various contexts 	RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RI.11-12.7 W.11-12.1 W.11.12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11.12.1 L.11-12.2 L11-12.3 L.11-12.5	<ul style="list-style-type: none"> ● Discussion ● Quiz
	Novel	<ul style="list-style-type: none"> ● Literary Elements ● Oral Presentation ● Literature analysis ● Character analysis ● Discussion 	<ul style="list-style-type: none"> ● Produce a project aligned with ELA and technology standards ● Write an analysis ● Participate in group ● discussion/presentations 	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6	<ul style="list-style-type: none"> ● Rubric ● Quizzes ● Short Writing ● Assignments

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		<ul style="list-style-type: none"> • Critical reading 	<ul style="list-style-type: none"> • Critically read a novel of choice • Recognize an author's purpose • Understand and identify tone and persuasive elements 	RL.11-12.7 RI.11-12.7 W.11-12.1 W.11.12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11.12.1 L.11-12.2 L11-12.3 L.11-12.5	
	Poetry	<ul style="list-style-type: none"> • Poetry • Figurative language • Allegory • Alliteration • Assonance • Denotation • Connotation • Diction/Word Order • Imagery 	<ul style="list-style-type: none"> • Compose poems in varied styles and forms • Explicate poetry • Read poetry aloud, projecting its meaning • Apply knowledge of literary elements of poetry • Discuss poetry and its relevance to: song lyrics, Shakespeare, 	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RI.11-12.7 W.11-12.1 W.11.12.2	<ul style="list-style-type: none"> • Rubric • Quizzes • Short Writing Assignments • Poetry Analysis • Poem Explication

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		<ul style="list-style-type: none"> ● Irony ● Metaphor ● Simile ● Meter ● Rhyme ● Symbol ● Tone 	<p>sacred texts, etc.</p> <ul style="list-style-type: none"> ● Analyze titles ● Interpret major indicators ● Analyze poetry endings ● Divide poems into parts ● Examine attitudes, intonations, nuances, and word choice 	W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11.12.1 L.11-12.2 L11-12.3 L.11-12.5	
Qtr 4	Shakespeare	<ul style="list-style-type: none"> ● Setting ● Character ● Plot ● Tragedy ● Comedy ● Iambic Pentameter 	<ul style="list-style-type: none"> ● Possess a basic factual understanding of ● Shakespeare's life, work, and time. ● Effectively reflectively read, interpret, and appreciate ● Shakespeare's plays: His style and themes, especially in terms of form, content, and style. ● Comfortably and reflectively read dramatically from ● Shakespeare's plays. ● Reflect, analyze, and 	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RI.11-12.7 W.11-12.1 W.11.12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1	<ul style="list-style-type: none"> ● Rubric ● Quizzes ● Writing Assignments ● Discussions

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			<ul style="list-style-type: none"> comprehend Shakespeare's plays in performance • Develop audience sensitivity • Appreciate drama, film, and literature • Read Julius Caesar • Analyze/discuss/evaluate drama structure and literary elements • Complete written assessment on setting, character development, plot, style, mood and theme • Write a 1-2 page character analysis 	SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11.12.1 L.11-12.2 L11-12.3 L.11-12.5	
	Non Fiction: Functional Text	<ul style="list-style-type: none"> • Cover Letter • Resume • Letter of Recommendation • Expository writing • Outlining • Peer editing • Self assessment • Note taking • Write an autobiography 	<ul style="list-style-type: none"> • Learn elements of business letter and resume writing • Write a business letter • Write a personal resume • Take comprehensive notes • Organize, Reflect and analyze sub-headings • Identify lists • Research words not understood • Review and highlight crucial points 	RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 SL.11-12.1 SL.11-12.2	<ul style="list-style-type: none"> • Rubric • Resume • Cover Letter • Letter of Recommendation

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		<ul style="list-style-type: none"> ● Interview ● Style ● Tone ● Voice ● Audience 	<ul style="list-style-type: none"> ● Analyze the introduction, body, and summary ● Peer edit other students' work ● Learn workplace skills ● Create, share and publish final documents ● Conduct mock interviews 	SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.6	
	Senior Bio / Scrapbook Senior Portfolio	<ul style="list-style-type: none"> ● Expressive Writing ● Organizing ● Six Traits ● Journal 	<ul style="list-style-type: none"> ● Create, organize, publish a collection of writings, pictures, quotes, work, showcase pieces, et al ● Write journals and other short pieces concerning school and life memories ● Organize materials ● Create a final project 	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.10 SL.11-12.4 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.6	<ul style="list-style-type: none"> ● Rubric ● Bio ● Portfolio ● Presentation