





# 12th Grade English: Advanced Composition, Humanities, British Literature, and Senior English



| Month<br><br>Example<br>Sept/Jan         | Content<br>Sub-Category<br>or<br>Strand  | National Common Core<br>Standards<br><br>Code & Language   | Michigan<br>Standards<br>High School<br>Content<br>Expectations<br>(HSCEs)<br>Code &<br>Language | Essential Skills   | Examples of<br>Formative<br>Assessments   | Vocabulary  |
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|  |  |  |  |  |    |    |
| <b>Ongoing<br/>semesters<br/>1 and 2</b> | Reading Literature.<br>(Choose from the following texts:<br>Prentice Hall:<br>Timeless Voices,<br>Timeless Themes<br>One Flew over the Cuckoo's Nest<br>Fahrenheit 451<br>(starting 2013)<br>The Maltese Falcon<br>Le Morte D'Arthur<br>Jane Eyre<br>Paradise Lost<br>Frankenstein<br>Gulliver's Travels<br>1984<br>Pilgrim at Tinker Creek<br>Brave New World<br>Hamlet | Key Ideas and Details<br>1. State what the text says explicitly and what it implies.<br>2. Determine themes, central ideas and their development; summarize.<br>3. Analyze authors' choices regarding elements of a story.<br><br>Craft and Structure<br>4. Determine meaning of words and phrases.<br>5. Analyze authors' choices regarding structure.<br>6. Analyze point of view.<br><br>Integration of Knowledge and Ideas<br>7. Analyze multiple interpretations of texts.<br>8. (Not Applicable) | OBSOLETE   | 1. Cite and analyze text, draw inferences from text. Determine where text leaves matters uncertain. Continued development through various novel units and literary research paper. See literary appendix.)<br>2. Determine and analyze development of multiple themes and how they interact and build on one another.<br>3. Analyze development of literary elements.<br>4. Examine use of connotative and figurative language and how word choice affects meaning and tone.<br>5. Analyze how authors' structure of specific parts of a text affect overall structure, meaning, and aesthetics.<br>6. Distinguish between what is directly stated and what is really meant (e.g. satire, sarcasm, irony, or understatement.)<br>7. Evaluate how each version interprets the source of one American Play (11th) and Shakespearean play (12th).<br>(Ex: Maltese Falcon, The Chocolate War, The Crucible, One Flew over...)<br>8 (N/A) | Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.) | plot; characterization; point of view; irony; satire and parody; symbolism; conflict; theme; mood; tone; imagery; inference; figurative language; dialogue; dialect; foreshadowing; genre; poetry and drama terms |



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|                                  |  |  |  |  |  |  |
|                                  | The Tempest<br>Julius Cesar<br>Othello<br>Macbeth<br>Humanities (class textbook) Vols. 1 and 2<br>The Longman Reader<br>Writing Clear Essays<br>Supplemental literature of choice) | 9. Analyze how the themes of contemporary texts and texts from different time periods build on one another.<br><br>Range of Reading and Level of Text Complexity<br>10. Read and comprehend grade-level appropriate literature with scaffolding as needed. |  | 9. Demonstrate knowledge of foundational American literature and how the same period treats similar themes and topics.<br>(Literary movements covered in Adv. Am. Lit., and novels linked to specific literary movements.<br>10. Read grade-level texts. (See grade-level lit appendix in this section.) |   |   |



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|                                  |   |   |  |  |    |   |
| Ongoing<br>semesters<br>1 and 2  | Reading<br>Informational Text.<br>(Choose from the<br>following<br>texts: Current events<br>and news articles<br>Supreme Court<br>opinions<br>Contemporary<br>Presidential Address<br>Annie Dillard's<br>"Living Like<br>Weasels"<br>Lincoln's Second<br>Inaugural Address<br>Selections from<br>Timeless Voices,<br>Timeless Themes) | Key Ideas and Details<br>1. State what the text says explicitly and<br>what it implies.<br>2. Determine central ideas and their<br>development; summarize.<br>3. Analyze developmental structure.<br><br>Craft and Structure<br>4. Determine meaning of words and<br>phrases.<br>5. Analyze authors' choices regarding<br>structure.<br>6. Determine author's point of view.<br><br>Integration of Knowledge and Ideas<br>7. Analyze multiple sources of<br>information.<br>8. Evaluate claims and assess<br>reasoning.<br>9. Analyze historical and literary<br>significance of foundational US<br>documents.<br><br>Range of Reading and Level of Text<br>Complexity<br>10. Read and comprehend grade-level<br>appropriate literary nonfiction with<br>scaffolding as needed. | OBSOLETE   | 1. Cite and analyze text, draw inferences from text;<br>determine what is left uncertain.<br>2. Analyze development of central idea over course of<br>text and how it is shaped by specific details; provide<br>objective summary.<br>3. Analyze how author unfolds analysis or series of<br>ideas/events including order, development, and<br>connections.<br>4. Examine use of connotative, figurative, and<br>technical language; analyze how word choice affects<br>meaning and tone; examine how author refines<br>meaning of key terms over the course of the text.<br>5. Analyze how ideas or claims are developed and<br>refined by particular sentences, paragraphs, or other<br>sections.<br>6. Determine author's point of view or purpose;<br>evaluate author's use of rhetoric; analyze how style<br>and content contribute to power, persuasiveness, and<br>beauty,<br>7. Integrate different media or formats in order to<br>solve a problem.<br>8. Delineate and evaluate reasoning in foundational<br>US texts including the application of Constitutional<br>principles and use of arguments in works of public<br>advocacy.<br>9. Examine the significance of foundational US<br>documents and analyze their themes, purposes, and<br>rhetorical features (17th-19th centuries).<br>10. Read grade-level texts. (See grade-level<br>informational text appendix in this section.) | Think-Pair-<br>Shares; Talk-<br>Alouds; KWL;<br>LINK;<br>Annotation;<br>Journals;<br>Graphic<br>organizers;<br>QAR; Final<br>Word; Abstracts;<br>Classroom<br>discussion (see<br>Speaking and<br>Listening<br>standards.) | analysis;<br>inference; voice;<br>audience;<br>summary;<br>reasoning;<br>opposing<br>viewpoints;<br>fallacies; validity;<br>purpose;<br>aesthetics |



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|                                  |   |  |  |  |   |   |
| Ongoing<br>semesters<br>1 and 2  | Writing.                                | <p>Text Types:</p> <ol style="list-style-type: none"> <li>1. Argumentative / Persuasive: Reasons and evidence</li> <li>2. Informative / Explanatory / Analytical</li> <li>3. Narrative / Creative</li> </ol> <p>Production and Distribution:</p> <ol style="list-style-type: none"> <li>4. Knowing audience and development</li> <li>5. Practicing the writing process: brainstorming, drafting, editing, revising, publishing</li> <li>6. Technology use</li> </ol> <p>Research and Presentation:</p> <ol style="list-style-type: none"> <li>7. Answer a question or solve a problem with research</li> <li>8. Use multiple sources: assess sources, avoid plagiarism, use formal citation</li> <li>9. Draw evidence from literary or informational texts</li> </ol> <p>Range of Writing:</p> <ol style="list-style-type: none"> <li>10. Write routinely over extended time frames for a range of tasks, purposes, and audiences</li> </ol> | OBSOLETE   | <p>Text Types:</p> <ol style="list-style-type: none"> <li>1,2,3: Outlining, continuing thesis development, topic sentences, explanation and analysis of details, transitions</li> <li>2: Literary analysis essays</li> <li>2: Essay tests</li> </ol> <p>Production and Distribution</p> <ol style="list-style-type: none"> <li>4: Adult audience</li> <li>5: Writing process</li> <li>5: Word choice and sentence structure,</li> <li>5: Setting up quotes (in the research paper)</li> <li>6: Word processing, internet research</li> </ol> <p>Research and Presentation:</p> <ol style="list-style-type: none"> <li>8: Citing sources</li> <li>7,8,9: Research paper (MLA)</li> <li>8: Works Cited page</li> </ol> <p>Range of Writing:</p> <ol style="list-style-type: none"> <li>10: ICE, reader response, lit analysis essay tests</li> </ol> | <p>Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)</p> | <p>rubric; outline; thesis; introduction; topic sentence; attention getter; conclusion; word choice; body; clincher; tone (emphasis on formality); quotation; citation; plagiarism; transitions; organization; APA format; literature review; abstract</p> |



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| <b>Ongoing<br/>semesters<br/>1 and 2</b> | Speaking and<br>Listening               | <p>Comprehension / Collaboration</p> <p>1. Participate effectively in a range of collaborative discussions.</p> <p>a. Be prepared with background knowledge</p> <p>b. Work collaboratively</p> <p>c. Participate in productive classroom discussions</p> <p>d. Respond thoughtfully to diverse perspectives</p> <p>2. Integrate information from diverse media formats</p> <p>3. Evaluate another speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information clearly</p> <p>5. Make strategic use of digital media</p> <p>6. Adapt a speech to a variety of contexts and tasks</p> | OBSOLETE   | <p>1. Participate in class, small group, and partner discussions, building on others' ideas.<br/>(Ex: think-pair-share, square share, random name drawing, etc.)</p> <p>2. Look, listen, incorporate, and evaluate information from various sources to solve problems.<br/>(Ex: textbooks, note-taking skills, various presentations, et.)</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence; and asses the speaker's emphasis, tone, and links among ideas.<br/>(Ex: TED Talk evaluations, peer discussions, , etc.)</p> <p>4. Present information for audience understanding, address opposing perspectives, match substance and style to purpose and audience.<br/>(Ex: small group whiteboard presentations,</p> <p>5. Use digital media to enhance understanding.<br/>(Ex: Prezi, PowerPoint, student-produced movies, chapter display presentations and evaluations [Catcher in the Rye], etc.)</p> <p>6. Adapt speech to meet the needs of different audiences.<br/>(Speaking skills.)</p> | <p>Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)</p> | <p>body language; voice; use of evidence; opposing perspectives; rhetoric; ideas; summary; rhetorical questions; sarcasm, parody, and satire</p> |



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| Ongoing<br>semesters<br>1 and 2  | Language                                | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | OBSOLETE   | <p>Identify subjects, predicates, phrases, and clauses</p> <p>Identify prepositional phrases</p> <p>Parallel structure in complex sentences</p> <p>Sentence Variety (style &amp; voice)</p> <p>Comma: (reinforce previous material)</p> <p>Set off phrases at end of sentence that refer back to prior subject</p> <p>Near end of sentence to set of contrasted coordinated elements</p> <p>Use at end of sentence to indicate distinct pause or shift</p> <p>Apostrophes: (reinforce previous material) plurality</p> <p>Semicolons and colons (reinforce previous material)</p> <p>Dashes, hyphens, parentheses</p> <p>Spelling</p> <p>Pronoun agreement: (reinforce previous material)</p> <p>Ambiguous pronouns ("The motorcycle hit the tree, but it was not damaged.")</p> <p>Subject-verb agreement: (reinforce previous material)</p> | Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.) | parts of speech; subject-verb agreement; pronoun-antecedent agreement; parallelism; synonyms and antonyms; punctuation; point of view (person); comma usage; active and passive voice |

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|                                  |  |  |  |   |  |  |
|                                  |  |  |  | <p>Verb forms and voice:<br/>(reinforce previous material) Passive/active voice<br/>(Need to develop good lessons and strategies to teach this.)</p> <p>Homophones:<br/>(reinforce previous material) lie, lay</p> <p>Vocabulary:<br/>(reinforce previous material)</p> <p>Figurative language:<br/>(reinforce previous material) paradox</p> |   |   |