

English 12

Units		Common Core Standards	Vocabulary	Pacing
Unit 1 – The Old English and Medieval Period	Introduction The Exeter Book Beowulf The Canterbury Tales The Pardoner’s Tale Morte D’Arthur Folk Ballads	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</p> <p>RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text.</p> <p>RL.12.5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure.</p> <p>RL.12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>RL.12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of British literature.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>W.12.1. Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.</p> <p>RI.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.</p> <p>RI.12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.</p> <p>SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.12.2. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions.</p> <p>SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p>SL.12.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.</p> <p>SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning.</p> <p>L.12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.12.6. 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.</p>	<p>Caesuras Kennings Elegy Assonance Alliteration Epic Legendary Hero Direct Characterization Indirect Characterization Exemplum Archetypal Elements Medieval Romance Chivalric Ideals Folk Ballad</p>	36 days
		<p>Assessments: Multiple Quizzes Medieval Minutes Research Paper</p>		

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Unit 2 – The Renaissance Period	<p>Introduction Sonnets Hamlet, Macbeth, or Othello</p>	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.12.7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>RL.12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.12.10. By the end of grade 12, read and comprehends literary nonfiction independently and proficiently.</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.12.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.12.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Sonnets Petrarchan Sonnet Spenserian Sonnet Shakespearean Sonnet Quatrains Couplets Soliloquy Monologue Blank verse External conflict Internal conflict Dramatic irony Archetypal Tragedy Tragic flaw</p>	22 days
	<p>Assessments: Short Research Projects Act Quizzes Final Essay</p>			

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Unit 3 – The 17 th and 18 th Century	<p>Introduction John Donne Ben Jonson Robert Herrick Andrew Marvell Samuel Pepys Daniel Defoe Alexander Pope Thomas Gray</p>	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.12.7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>RL.12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RL.12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>RL.12.10. By the end of grade 12, read and comprehends literary nonfiction independently and proficiently.</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.12.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.12.2. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.12.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Metaphysical poetry Conceits Paradoxes Epigram Archaic words Carpe diem Diary Journal Mock epic Epic similes Pre-Romantic poetry</p>	33 days
		<p>Assessments: Multiple Quizzes Research Paper</p>		

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Unit 4 – The Romantic Period	Robert Burns Joanna Baillie William Blake Mary Shelley William Wordsworth Samuel Taylor Coleridge Lord Byron Percy Shelley John Keats Thomas Babington Macaulay Jane Austen Mary Wollstonecraft	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.12.7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>RL.12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.12.10. By the end of grade 12, read and comprehends literary nonfiction independently and proficiently.</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.12.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.12.2. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.12.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L.12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.12.3. 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>L.12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.12.6. 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>	Dialect Symbol Gothic literature Romanticism Alliteration Consonance Assonance Internal rhyme Similes Metaphors Personification Imagery Pindaric ode Horatian ode Irregular ode Political commentary Argument Assumption Rhetorical questions Balanced clauses Social commentary	36 days
	Assessments: Multiple Quizzes Research Paper			

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Unit 5 – The Victorian Era	<p>Lord Tennyson Robert Browning Elizabeth Barrett Browning Charles Dickens Charlotte Bronte Matthew Arnold A.E. Housman</p>	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.12.10. By the end of grade 12, read and comprehends literary nonfiction independently and proficiently.</p> <p>L.12.3. 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>L.12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>L.12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.12.6. 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>	<p>Speaker Dramatic monologue Run-on lines End-stopped lines Novel Social criticism Mood Theme Stanzas Stanza structure Rhythm Metrical verse Feet Iambic Trochaic Anapestic Trimeter Tetrameter Pentameter Counterpoint rhythm Sprung rhythm</p>	<p>23 Days</p>
		<p>Assessments: Multiple Quizzes Research Paper</p>		

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Novel – Silas Marner	George Eliot	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.12.5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>RL.12.7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>RL.12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.12.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.12.6. 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> <p>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	Dialect Foil Foreshadowing Frame Narrative or Frame Story Intrusive Narrator Limited Omniscient Local Color Metaphor Narrator Objective View Omniscient Narrator Personification Pun Reliable Narrator Romanticism Sarcasm Simile Unreliable Narrator Willing Suspension of Disbelief	20 days
		<p>Assessments: Multiple Quizzes Research Paper</p>		

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Novel – Zen and the Art of Motorcycle Maintenance	Robert M. Pirsig	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.12.5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>RL.12.7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>RL.12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.12.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.12.6. 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> <p>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	Setting Protagonist Narrative Structure Conflict External Internal Resolution Theme Chautauqua Movement Phaedrus Foil Symbolizing Allusion Theme Conflict Parallel movement Image Climax Allegory Parallel discourse Symbol Flashback Metaphor Turning point Resolution	25 days
		<p>Assessments: Multiple Quizzes Research Paper</p>		

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Unit 6 – The Modern and Postmodern Period	<p>William Butler Yeats T.S. Eliot George Orwell Elizabeth Bowen Winston Churchill Doris Lessing D.H. Lawrence Dylan Thomas Ted Hughes</p>	<p>RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text. RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text. RL.12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. RL.12.4. Determine the meaning of words and phrases as they are used in the text. RL.12.5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure. RL.12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. RL.12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of British literature. RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently. W.12.1. Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence. W.12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly. RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. RI.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. RI.12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective. RI.12.10. By the end of grade 12, read and comprehend literary nonfiction independently and proficiently. SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.12.2. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions. SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective. SL.12.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence. SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning. L.12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.12.6. 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.</p>	<p>Symbol Modernism Verbal irony Irony of situation Tone Ghost story Ambiguity Speech Repetition Parallelism Allusions Dramatic alternatives Cultural conflict First person Third person Limited third-person Omniscient third-person Theme Villanelle Voice</p>	
		<p>Assessments: Multiple Quizzes Research Paper</p>		